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**Incidental Vocabulary Learning through Words' Reoccurrence**  
**from Reviewing YouTube Video Comments:**  
**The Case of 1<sup>st</sup> Year Students of English, University of Jijel**

A Dissertation Submitted in Partial Fulfillment of the Requirement for Master Degree in  
Didactics of English

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## **Dedication**

*I dedicate this humble work to*

*My beloved **Mother***

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### **Abstract**

Vocabulary knowledge is a key component for language mastery (Harmer, 2002); however, it is deemed a problematic area for many language learners. In response to this, Second Language Acquisition (SLA) research has advocated the use of technological based instructions in approaching vocabulary learning. The current study has investigated the vocabulary acquired incidentally while reviewing YouTube comments. Theoretically, it is mainly foregrounded on the contextual and incidental vocabulary learning theory (Rapaport, 2002) and on multimedia theory (Mayer, 2005). It hypothesizes that reviewing YouTube comments supports incidental vocabulary learning; besides, it presupposes a positive correlation between the target words' frequency of occurrence and their uptake. Subsequently, it aims at exploring the vocabulary' uptake gained when reviewing comments along with investigating their long-term recall. Practically, the study has adopted a quasi-experimental mode of research design based on one experimental group of eleven first year students at Mohamed Seddik Ben Yahia University as it opted for the Vocabulary knowledge scale (VKS) model of testing (Wesche & Paribakht, 1996). Accordingly, learners were exposed to an identical diagnostic and summative assessment to assess the target words' long-term recall. However, testing their vocabulary uptake required administering an immediate assessment by the end of each session. The findings show that incidental vocabulary relatively occurred in immediate assessment, but it took place with a disparate success in long-term recall of the words. Additionally, a strong positive correlation is marked between the target words' frequency of occurrence and their uptake. Given the findings of this study, it is suggested for English as Foreign Language (EFL) teachers to use YouTube video comments as a strategy for teaching and learning vocabulary naturally.

**Key Words:** Incidental Vocabulary Uptake, Vocabulary Long Recall, YouTube Comments.

### **List of Abbreviations**

**ALM:** Audio Lingual Method

**CALL:** Computer Assisted Language Learning

**CBLT:** Competency Based Language Teaching

**CLT:** Communicative Language Teaching

**DM:** Direct Method

**EFL:** English as a Foreign Language

**GTM:** Grammar Translation Method

**ICTs:** Information Communication Technologies

**LTM:** Long Term Memory

**ORAI:** Oral Recording Assessment Instrument

**SLA:** Second Language Acquisition

**SNSs:** Social Networking Sites

**STM:** Short Term Memory

**TED:** Technology Entertainment Design

**TL:** Target Language

**VKS:** Vocabulary Knowledge Scale

**VLSS:** Vocabulary Learning Strategies

**Vs.:** Versus

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Résumé

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## **Introduction**

Vocabulary is one paramount competence and fundamental building block of language. The crux of the matter is that no language is mastered or even taught apart from its lexis. Underscoring this view, Harmer (2000) deemed this aspect the core element within the language system; he further suggested that “if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 153). Likewise Wilkins (1972) pointed out that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Lewis, 2000, p. 19). His assumption signifies the need for an accessible vocabulary package to function effectively in the overall language system.

Beyond doubt, vocabulary has gained a salient status in language learning as it has received increasing attention in Second language Acquisition (SLA) research (Meara, 2002). Therefore, it has been deemed an essential building block across language teaching methods. Subsequently, a surge in interest in how to best approach vocabulary learning has recently emerged to keep abreast of the modern technological developments. Duffy (2008) argued that nowadays students have grown up in a world of pervasive technology; they have access to different platforms using digital devices. Those platforms attract learners and provide different sorts of interaction which result in some kind of learning. They also present useful input to develop knowledge. Based on these considerations, many research studies have been conducted to explore the impact of those platforms. The current study seeks to explore the effectiveness of reviewing YouTube comments in promoting the vocabulary acquisition.

### **1. Background of the Study**

Research over the integration of social media platforms in education has gained its popularity in the modern era. Therefore, researchers are in a constant pursuit for more

appropriate and innovative techniques that attract and motivate learners in approaching vocabulary teaching. This quest is supported by Gavin and Hockly (2007) who stated that “technology offers new ways for practicing language and assessing performance” (as cited in Kabooha & Elyas, 2018, p. 8). In this vein, Mayer (2005) proposed multimedia theory; he claimed that effective learning involves the integration of both images and words. He further defined multimedia as the employment of text and pictures or visuals and sounds or any combination of visual and auditory cues. In fact, the principles of multimedia theory are significant in the language learning process as they support the conduct of the current study.

Endorsing the multimedia perspective, Al-Seghayer (2001) investigated its impact in developing new English vocabulary. His study explored three multimedia modes: the printed text definition alone, printed text definition coupled with pictures, and printed text definition along with video clips. The findings indicated that the use of video clips together with a text definition was more productive in the acquisition of new vocabulary items. Participants of the study appeared to learn and remember better the target words when videos were used than providing those pictures.

Similarly, Kabooha and Elyas’ (2018) study examined the contribution of YouTube videos in vocabulary learning. It explored the impact of the use of YouTube video clips during reading activities in developing vocabulary comprehension and retention. Besides, it aimed at investigating participants’ perceptions of this implementation. For this purpose, an experiment and a questionnaire were applied to uphold the work with more valid data. Practically, participants were divided into two groups: an experimental group exposed to the videos in their reading classes and a control group which received no treatment. Both groups were pre-and post- tested. The results showed that the experimental group outperformed the control one. Therefore, they indicated that YouTube videos provide a significant effect in

promoting vocabulary enhancement. The findings obtained from the questionnaire indicated that the participants positively viewed the use of YouTube in their lessons.

In Japan, Nagira (2011) investigated incidental vocabulary learning by means of captions. The study aimed at exploring the degree to which Japanese university students incidentally acquired vocabulary from viewing captioned videos. The research was quantitative in nature. In order to test learners' vocabulary recognition levels, a modified version of the Vocabulary Knowledge Scale (VKS) was used as tool for testing their progress. The results gained from data analysis revealed that English captions supported incidental vocabulary learning and retention, simultaneously; it was found that English captions contributed to learning word meanings when learners failed to understand the appropriate meaning.

Arndt and Woore (2018) investigated English vocabulary acquisition in relation to engagement with two distinct types of social media, video blogs, and blog posts. The results revealed that incidental vocabulary learning occurred in approximately equal amounts from reading blog posts and watching video blogs. Different types of vocabulary knowledge were gained from the two input modalities: orthographic knowledge was best gained from written input than videos; however, the latter promoted greater recognition and recall of the target words' meaning together with the recall of their grammatical function.

Most of the research studies discussed so far shed light on the impact of YouTube platform in developing learners' vocabulary competence. They are based on testing incidental vocabulary gained through YouTube multimodal as a major concern. Similarly, the current investigation aims at testing the vocabulary acquired incidentally through watching YouTube videos and reviewing their comments. Significantly, all the above stated studies adhered to the experimental nature of research design as they used quantitative measures in testing their

hypotheses. Likewise, the current study is empirically investigated and statistically reliant in executing its research design.

The conclusions drawn from the aforementioned studies form useful databases and enlighten the direction of this research as they establish its significance. While the literature is varied in terms of the significance of integrating YouTube in education in general, there has not been, to the researcher's current knowledge, any research conducted about the impact of reviewing YouTube comments on enhancing EFL students' vocabulary uptake and long retention. Consequently, this inquiry attempts to fill this gap in the existing literature, namely, incidental vocabulary learning via YouTube platform.

## **2. Research Hypotheses**

On the basis of the background of this study discussed above, the current study puts forward the following hypotheses.

- ✓ H1: Reviewing YouTube comments support incidental vocabulary uptake and long retention of first year EFL students of Mohammed Seddik Ben Yahia University.
- ✓ H2: There is a significant correlation between the target words' frequency of occurrence in the comments, and the learners' uptake of the target words.

## **3. Statement of the Problem**

Achieving success in foreign language learning is challenging in nature since it entails high competencies for reaching the expected outcome (Mansourzadeh, 2014). Vocabulary is one paramount competence that should be mastered to perform well in the overall language system. However, holding a very restricted amount of vocabulary knowledge impedes learners' oral and written production and results in a failure in their learning process. Unfortunately, vocabulary is deemed a problematic area for first-year students at Mohamed Seddik Ben Yahia University which hinders their learning progress.

Within this context, to overcome the problem raised, it is suggested that engaging learners in reviewing people's comments on YouTube may impart them with huge corpora of vocabulary knowledge unintentionally. We suppose that this strategy might be effective in incidental vocabulary learning.

#### **4. Research Questions**

The current research aims at investigating the following research questions:

- ✓ To what extent does reviewing YouTube comments support incidental vocabulary uptake of first-year EFL students at Mohamed Seddik Ben Yahia University?
- ✓ Is there any potential relationship between the target words' frequency of occurrence in the comments and the students' uptake?
- ✓ To what extent does reviewing YouTube comments technique contribute to successful long-term recall of the target words?

#### **5. The Aim and Significance of the Study**

Social media platforms serve as useful input for incidental vocabulary learning. The current study attempts to shed light on the efficiency of using authentic tools to support learning. Precisely, it aims at exploring the effectiveness of engaging learners in reviewing YouTube comments for upgrading their comprehension and long retention of vocabulary items. Additionally, it seeks to establish the relationship between the aspect of repetition and its impact on vocabulary uptake.

The current research could be significant for EFL teachers, learners, and syllabus designers or textbook writers. It might be significant for the teachers as it provides them with a new and motivating technique for approaching vocabulary teaching. Additionally, it could be useful and effective for EFL learners who are turned on by technology. These types of students could both enjoy the use of multimedia and learn vocabulary. With regard to

syllabus/textbook designers, this innovative teaching, if proven effective, could be incorporated into language teaching/learning syllabuses and textbooks.

## **6. Methodology of the Research**

To check the validity of the research study and test the research hypotheses, a quasi-experimental design is implemented. The study will use only one group of eleven first year student of Mohamed Seddik Ben Yahia University, namely the experimental group. The target learners will be first exposed to a pre-test in order to assess their familiarity with the target words. Additionally, an immediate assessment is employed by the end of each session of the treatment to check the learners' incidental vocabulary uptake. Three days after the treatment sessions, the participants will be exposed to a post-test to measure their vocabulary long-term recall. It is worth mentioning that the study will adopt the Vocabulary Knowledge Scale (VKS) model of assessment in both the pre-test and the post-test. The study will be quantitative in nature as it makes use of some statistical measures to reach the results.

## **7. The Structure of the Study**

The current research is organized around three major chapters: the first two chapters constitute a review of the literature while the third chapter is devoted to the field work. The first chapter is an overview about vocabulary learning and teaching. The second chapter is concerned with the multimedia instruction; it deals with the theoretical background and conceptual framework of the use of technology in education, and it spots light on the impact of YouTube instruction on developing the vocabulary knowledge. Eventually, the last chapter deals with the practical framework of the overall study in three sections. The first section discusses the methodology applied in conducting the research work as it recounts reasonable grounds for following certain procedures. The second section presents the analysis of the data gathered. The third section, in its turn, discusses the essence of the study as it provides

scrupulous interpretations of the data analyzed and outlines the major findings. At last, the limitations of the study are acknowledged and some pedagogical recommendations are suggested.

## **Chapter One: Vocabulary Learning and Teaching**

### **Introduction**

This chapter is an overview of the issues related to vocabulary. As a matter of fact, it discusses first the definitions provided by different scholars along with the aspects that describe it. Additionally, it highlights the status of vocabulary learning across language teaching methods. Moreover, it outlines the types and approaches of vocabulary together with the common strategies employed by learners in approaching vocabulary learning. More importantly, it sheds light on the function of memory regarding its acquisition and it briefly discusses the uptake notion. Ultimately, this chapter emphasizes the role vocabulary plays in the four language skills as it accentuates its weight in developing language proficiency.

#### **1.1. Definition of Vocabulary**

Vocabulary is the fundamental aspect and the major essence of any language (Milton, 2009). Researchers through time attempt to come up with a conjoined definition for vocabulary; however, sundry definitions appear to clarify the target issue.

Generally, vocabulary refers to all meaningful words known by individuals in a given language. In this respect, the Oxford Dictionary (2008) defined vocabulary as “all the words that a person knows or uses” (p. 495). Broadly defined, it represents a list of words that holds the total number of meaningful words underlying the language system (Hornby, 1995). Similarly, Lehr, Osborn and Hiebert (2004) supported this view and added that vocabulary covers the knowledge of words and word meanings.

Nueman and Dwyer (2009) stressed more the importance of vocabulary in serving communicative purposes and defined vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive

vocabulary)"(p. 385). Hence, their definition considers vocabulary as a matter of producing and encoding meaning in a language. It is further defined by Ur (1991, p. 60) as follows.

The words we teach in the foreign language. However, a new item of vocabulary may be more than a single word; for example, *post office* and *mother-in-law*, which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'. (Ur, 1999, p. 60)

The above definition elucidates that vocabulary grasp is not bound to learning single words in isolation; rather, it is an active process that involves understanding words and expressions and how they work together in context.

Despite the myriad definitions that exist in the literature about the broad notion of vocabulary, it is mostly concurred that vocabulary encompasses a sum of meaningful words within a language typically recognized by its population.

## **1.2. Description of Vocabulary**

Vocabulary is classified in reference to two major linguistic patterns: the so-called lexicography and lexicology (Shmitt, 2000). Hence, both of these linguistic patterns raises the interest in studying vocabulary in terms of form and meaning.

- **Lexicography**

Lexicography is the art of editing and making of dictionaries. It is viewed by Jackson and Zé Amvela (2000) as a special technique of writing dictionaries (i.e., it is the act of

grouping lexical items in a dictionary with their meanings, functions, and examples regarding their use).

- **Lexicology**

Lexicology is the study of lexis (Jackson & Zé Amvela, 2000). Lexis governs a body of simple and complex items. Lexicology deals with studying words formation, classification, and meanings. Hence, it derives information from two distinct fields, namely morphology and semantic.

- **Word Class**

Word class involves the process of classifying words into different categories in accordance with the functions they serve in a particular language. As far as the English language is concerned, words are classified into eight parts of speech: nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, determiners. Accordingly, Thornbury (2002) suggested the following descriptions for each part of speech.

- ✓ A noun is a word that refers to a person, an animal, a place, a thing, or activity.
- ✓ A verb is a word that expresses an action, or a state.
- ✓ An adjective is a word that describes a noun. It occurs next to a noun.
- ✓ An adverb is a word that describes a verb.
- ✓ A pronoun is a word that can be used instead of a noun.
- ✓ A preposition is a word used to show:

Location: The student is playing in the stadium.

Time: The film will begin at 5 p. m.

- ✓ Prepositions are always used before a noun, and a noun phrase.
- ✓ A determiner is a word that qualifies a noun. It can be an article, a demonstrative adjective, (that, this), possessive adjective (my, your).

- ✓ A conjunction is a word that combines sentences. There are two types of conjunctions; coordinating conjunctions and subordinating conjunctions. (Thornbury, 2002, pp. 3-4)

➤ **Word Formation**

This aspect implies the building up of new words. Grains and Redman (1986) stated that "word building" or "word formation" takes three main forms which are the characteristics of English: affixation, compounding, and conversion.

- ✓ **Affixation** is the operation of adding prefixes and suffixes to the base item. In this way, items can be modified in meaning and/or changed from one part of speech to another.
- ✓ **Compounding** is the formation of words from two or more separate words (with separate meaning) which can stand independently in other circumstances to form a new word different in meaning from the ones which make it.
- ✓ **Conversion** also called zero affixation is the process by which an item may be used in different word classes, yet does not change its form. (Grains & Redman, 1986, p. 47)

➤ **Word meaning**

It is common sense knowledge that understanding the meaning of words is conclusive in language learning. Some concept appears to explain those meanings which are commonly described as semantic relations. In this regard, Thornbury (2002) suggested the aspects contributing to reach word meaning competence.

- ✓ **Synonymy**

Synonymy is generally defined as "the sameness of meaning" (Palmer, 1976, p. 88). Supporting his view, Thornbury (2002) pointed out that synonymy is concerned with words with different forms, but approximately share the same meaning. However, those synonyms are not always used interchangeably, but rather each word is appropriate to its context.

✓ **Hyponymy**

Basically, it is the semantic relationship between words sharing some common features as they fall under one general category. As stated by Thornbury (2002, p. 10) “a hyponymy relationship is a kind of relationship as it is the case of the word hammer which is a kind of tool, or a kiwi that is a kind of fruit. Thus, hammer is a hyponym of tool; kiwi is a hyponym of fruit”. This means that the term hyponymy designates a particular thing of a broader class as it is the case with the word harmer and tool and similarly the words kiwi and fruit.

✓ **Polysemy**

Polysemy is the association of one word with multiple meanings (i.e., one single word has the capacity to carry various meanings and functions at diverse contexts). For a commonplace example, consider the meaning of the word “book” in the following sentences:

- ✓ I have bought a new book.
- ✓ She could not find an available room to book in that hotel.

In each sentence the word “book” carries a different meaning and serves another function. In the first sentence, it refers to the common meaning of the word as it functions as a noun while in the second sentence it appears as a verb implying the act of reserving a room in a hotel. It is avowed that polysemy raises semantic ambiguity, and hence creates problems for language learners.

✓ **Antonym**

It is worth mentioning that knowing antonyms of words in a language contributes to understanding many other aspects of the overall system. Palmer (1976) explained this sense relation by defining it as “oppositeness of meaning” (p. 94). In his view, many words are best

understood while providing their antonyms. Additionally, Thornbury (2002) claimed that “an antonym is a word that means the opposite of the word to which it is compared” (p. 2).

### **1.3. The Status of Vocabulary across Language Teaching Methods**

Given to the fact that vocabulary is an essential building block in the language system, it has received scrupulous attention despite the massive shifts in teaching methods. Therefore, various perspectives appear to direct its position within each approach of teaching.

Grammar Translation Method (GTM) considered the mastery of vocabulary knowledge as a fundamental issue towards achieving language proficiency. Vocabulary was taught through repetition and mastered through memorization of long bilingual lists and literary texts translated to the mother tongue. Consequently, GMT adopted a deductive approach of teaching; vocabulary was not contextualized as it was exposed to the learners in separate lists in isolation. Within this perspective, it was argued that the more learners acquire vocabulary items, the better progress they may achieve in language proficiency (Richard & Rodgers, 1986).

Based on the disillusionment caused by the previous approach and its drawbacks, the Direct Method (DM) came up with a new trend of vocabulary teaching. It highlighted the essence of presenting words in sentences in a way they could be practiced in meaningful contexts. Schmitt (2000) argued that vocabulary is best learnt and fostered via classroom interaction. In this respect, Frank (1884) pointed out that “a language could be taught by using it actively in the classroom” (as cited in Richards & Rodgers, 2001, p. 61). Substantially, proponents of DM argued that vocabulary could be taught directly without any translation, and hence via direct associations and demonstrations. In a similar vein, Zimmerman (2007) claimed that concrete vocabulary is retained via the integration of pictures and physical demonstrations while abstract vocabulary is best learned via the association of ideas (as cited

in Schmitt, 2000, p. 111). The process of vocabulary teaching involved the use of mimes, body language, actions, gestures and pictures to simplify the input. It is worth mentioning that there was no syllabus to be followed within this approach (Richards & Rodgers, 2001).

Within the Audio-lingual Method (ALM), vocabulary teaching adopted a new tendency. It was highly influenced by the behavioristic psychology (i.e., the habit formation theory). As a matter of fact, vocabulary teaching was highly based on repetition and drills. It was claimed that “good language habits and exposure to the language itself would eventually lead to an increased vocabulary” (Schmitt, 2000, p. 11). ALM pointed up the significance of vocabulary selection before being instructed to learners as a reaction to the previous methods which were marked by random vocabulary teaching (Richards & Rodgers, 2001).

Simultaneously, Situational Language Teaching (SLT), which emerged in Britain, raised the concept of context in teaching vocabulary. In this line, Shmitt (2000) emphasized that words should be explained in accordance with the context being produced. Supporting his view, Richards and Rodgers (2001) asserted that the major principles underlying this method are teaching language by practicing the basic structures in meaningful situations.

The emergence of Communicative Language Teaching (CLT) brought a wholly different approach across the virtue of vocabulary teaching. It spotlighted the notion of context in the process of comprehending and better explaining vocabulary items. Schmitt (2000) proclaimed that CLT marked a salient shift in paradigm (i.e., change from language correctness to language appropriateness). Therefore, the shift was pioneered by Hymes’ contribution in the scope of linguistics as he introduced the so-called communicative competence. Within this perspective, vocabulary was implicitly tackled in a way it was embodied with mastering language functions (Richards & Rodgers, 2001).

Eventually, Competency Based Language Teaching (CBLT) is the approach applied in the Algerian educational system. The key concern of CBLT is that teaching is organized around competencies. The latter covers an aggregate of real-life tasks. Consequently, vocabulary knowledge is robustly significant to consummate the target interactive and communicative tasks (Richards & Rodgers, 2001).

#### **1.4. Types of Vocabulary: Active Vs. Passive**

Researchers classify vocabulary into two major types based on the role it plays. Harmer (1991) distinguished between active and passive vocabulary as follows: the former refers to the state when learners come across new items and are required to use while the latter indicates what learners may encounter and recognize but probably not able to pronounce. Similarly, Hatch and Brown (1995) labeled them receptive and productive vocabulary.

Palmer (1921) supported this view by providing a more accurate distinction; he suggested that vocabulary items recognized and understood from reading and listening tend to be receptive, while the amount of lexis used to communicate falls under the productive type. He further explained that learner's passive vocabulary holds the set of lexical items likely to be understood while active vocabulary entails the accurate use of items that govern any written or oral production. Therefore, it is significant to highlight the contribution of active vocabulary in serving effective communications as learners are qualified to produce the appropriate words when needed.

Basically, Widdowson (1973) associated vocabulary with language four skills. He claimed that productive vocabulary is more related to speaking and writing since learners are motivated to produce and use the prerequisite knowledge. However, receptive vocabulary is linked to listening and reading skills as learners tend to be passive recipients of the encountered knowledge. Nevertheless, Read (2000) argued that receptive and productive

vocabulary work in a continuum process. In his claim, learners first know the words receptively and later use them productively. His view emphasized the role of both active and passive working together for word mastery.

In brief, it is concurred that productive vocabulary encloses the fact of being able to comprehend and produce it in novel context; hence it is considered as active vocabulary. However, passive exposure to the words from reading and listening goes under the receptive type.

### **1.5. Approaches to Vocabulary Learning**

Research over the process of vocabulary learning suggests two distinct approaches that solely contribute to a successful acquisition: intentional and incidental vocabulary learning. Understanding the procedure of the two approaches pushes the instructor to formulate appropriate guidelines suitable for the teaching materials. Arguably, there appears to be some confusion with regard to incidental and intentional learning in the vocabulary research. The attempt to clarify this distinction is more related to the term consciousness.

#### **1.5.1. Intentional Vocabulary**

Intentional vocabulary implies deliberate learning that involves concentration and attention to access the target words. Accordingly, learners, in this context, are more conscious about the input being exposed to. In this regard, Nation (2000) highly emphasized the quest of a deliberate focus on enhancing the skills and strategies to carry out this kind of learning. He added that “vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately controlled and monitored” (as cited in Richards & Renandya, 2002, p. 267).

### **1.5.2. Incidental Vocabulary**

Incidental learning, on the other hand, entails the type of unconscious learning that results from engagement with other aspects of language, and results in marking different objectives. In this regard, Schmidt (1994) stated that “incidental learning is the learning of a stimulus aspect while paying attention to another stimulus aspect” (as cited in Hulstijn, 2003, p. 357). Hence, it is the act of learning something while focusing on something else.

Additionally, Hulstijn (2003) explained the fact that incidental learning occurs while reading; he added that educated people enlarge their vocabulary repertoire through reading exposure. In this context, they attempt to pay more attention to the use of words in the text and try to guess their meanings. In fact, Zimmerman (2007) maintained that the process of vocabulary learning within this approach is not totally incidental; he added the fact that learners are somehow conscious of the encountered words. He further provided the below-stated payoffs of incidental learning.

- a) It is contextualized, giving the learner a rich sense of word use and meaning.
- b) It is pedagogically efficient in that it yields two activities at once: vocabulary acquisition and reading. (as cited in Marzban & Kamalian, 2013, p. 87)

To put it in a nutshell, intentional vocabulary learning is more pertained to deliberate and conscious learning which accounts for prior planning and design, while, incidental vocabulary is mainly affined to spontaneous learning that occurs without prior plans or intentions; therefore, it promotes deep learning as it results in better retention.

### **1.6. Vocabulary Learning Strategies**

Arguably, vocabulary learning strategies (VLS) generate a set of techniques employed by learners to enlarge their vocabulary repertoires. Those strategies are different from one

learner to another as they adhere to their typical learning styles. Learning strategies are defined by Rubin (1975) as the “techniques or devices which a learner may use to acquire knowledge” (p. 43). Hence, VLS particularize the skill of using certain learning tools by learners independently to acquire vocabulary (Nation, 2001). Many researchers provide different strategies and categorize them in accordance with many dimensions; however, Schmitt (1997) taxonomy is widely prevalent in this scope. Subsequently, his taxonomy classified these strategies into four major types, namely social strategies, memory strategies, cognitive strategies, and finally metacognitive strategies.

- ✓ **Social Strategies:** It implies the process of acquiring vocabulary in social interaction. Needless to say that interaction facilitates input and makes it easier to be learned.
- ✓ **Memory Strategies:** Schmitt in this regard links memory strategies to the use of mnemonic devices; relating the new words to previously acquired ones for successful retention.
- ✓ **Cognitive Strategies:** They involve manipulation over mechanical processes. They implicate sorts of reasoning, analyzing, and synthesizing the input. Importantly, learners may use repetition and guessing meanings from the context strategies to learn effectively.
- ✓ **Metacognitive Strategies:** Basically, they entail the different processes used by learners to control and evaluate their own learning. Typically, high order processes are required in this context to allow learners assess their learning progress (Schmitt, 1997).

### 1.7.Vocabulary and Memory

Memory is generally defined as the process of encoding, storing and later retrieving information (Feldman, 2014). The role of memory is widely crucial in any kind of learning and vocabulary learning is no exception. Accordingly, Thornbury (2002) regarded vocabulary

learning as a memory task. Schmitt (2000) argued that it takes two major types as he coined short-term memory (STM) and long-term memory (LTM). Basically, the information cannot be stored in STM or LTM unless it has been encoded first.

- **Short Term Memory**

It is an active system that allows people to remember, manipulate and store information for a few seconds (Feldman, 2014). Similarly, Baddeley (1997) viewed STM as “the temporary storage of information that is being processed in any range of cognitive task” (p. 43). Shmitt (2000) asserted that rehearsing can help to keep information longer in short term memory.

- **Long Term Memory**

It has an almost infinite capacity. In long term memory, the information stays for the duration of a person’s life (Feldman, 2014). Thornbury (2000) proclaimed that LTM encompasses a huge capacity which allows people to store as much as information they wish.

### **1.8. Vocabulary and the Uptake Concept**

The term uptake is approximately similar to learning as it indicates the amount of items learned in an instructional context. As far as vocabulary is concerned, it is the act of catching and understanding new vocabulary items. Likewise, Kusyk and Sockett (2012) pointed out that the uptake notion refers to the general nature of words’ comprehension and meanings. Specifically, Allwright (1984) and Ellis (1995) argued that the term is mostly used to identify what learners have learned at the end or during a class (as cited in Zhao, 2013, p. 24). However, Zhao (2013) argued that the words’ uptake is not always internalized and stored effectively in the long term memory; he further explained that the uptake describes the amount of words encoded and stored in short term memory.

### **1.9. Vocabulary and Language Four Skills**

Vocabulary knowledge is viewed as an essential tool for mastering a foreign language. Eventually, it makes the building up of language four skills: listening, speaking, reading, and writing. This aspect of language contributes to a better written and oral production as it facilitates the process of encoding written and oral messages. In other word, learners need vocabulary knowledge to interpret written messages while reading, to encode meanings in a listening context as well as performing better in writing, and producing appropriate speech while speaking.

Nation (2000) distinguished between two different types of language skills, namely receptive and productive skills. He added receptive skills (listening and reading) are much concerned with the comprehension of the input presented; however, productive skills (speaking and writing) involve learners' oral or written production to convey messages. In this regard, learning vocabulary is not a matter of acquiring new words only, but also knowing the functions they serve in different language contexts.

### **1.10. Importance of Vocabulary**

It is widely acknowledged that the ultimate goal behind learning any foreign language is being able to use it appropriately in different linguistic and social contexts. Vocabulary knowledge is crucial to attain favorable outcome in the language system.

Underscoring the importance of vocabulary acquisition, Nunan (1991) argued that extensive vocabulary enables learners to perform better in the overall language skills; consequently, it pushes them to hold successful oral and written communications. In this regard, Nation (2001) viewed the relationship between vocabulary knowledge and language use as being complementary; he further explained that vocabulary knowledge leads to achieve

successful production; therefore, the more we use language, the more we impart new vocabulary items.

### **Conclusion**

Overall, this chapter has reviewed the major issues related to vocabulary and the patterns associated with its description and acquisition. It briefly discussed its definition together with its description issues. It emphasized its status across the language teaching methods. Additionally, it outlined the major dichotomies, strategies and the role of memory linked to its acquisition. It briefly discussed the uptake notion. Eventually, it summarized the role it plays in the four language skills, as it highlighted its importance in the overall language system. Owing to the fact that vocabulary plays a crucial role in developing language mastery, the aim behind reviewing the literature about this aspect of language is to establish its significance and in a way to stress its prominence in language teaching and learning. The subsequent chapter will explore the use of technology and YouTube multimodal in language instruction.

## **Chapter Two: YouTube and Language Learning Instruction**

### **Introduction**

Modern education arena is marked by a shift in paradigm; that is, the shift from traditional teaching to modern instruction. These modulations are principally due to the worthy changes existing in the global world. The modern decade is labeled by Tapscott (1999) “Net generation” with a view to portray the manipulation imposed by the existing technological devices (as cited in McBride, 2009, p. 37). Evidently, technology brings prosperous advance which overbears all the fields, and education is no exception. Endorsing those modulations, there has been a real quest to merge technological tools in the educational realm. As a matter of fact, more advanced and authentic tools are introduced to supply the process of teaching and make it more reflective to the contemporary decade.

This chapter explores the use of YouTube multimodal instruction in vocabulary learning. Firstly, it provides an overview of the theoretical background and the conceptual framework underlining the general scope of technology in education. Therefore, it recounts the historical background over the use of the technological devices in the educational system. It subsequently discusses modern vocabulary strategies employed by learners in the contemporary era. Additionally, it elaborates on the basic terminology related to the research topic. Furthermore, it explores the substance of the topic; more precisely, it tackles the impact of YouTube multimodal in developing vocabulary. Eventually, this chapter ends up with a review of the basic theories supporting the conduct of the current investigation; those theories seek to establish the relation between enhancing vocabulary knowledge and reviewing YouTube comments.

## **2.1. Theoretical Background and Conceptual Framework**

This chapter begins with a general overview of the integration of technological materials in the language instruction. Additionally, it acquaints the basic terminology related to the research topic.

### **2.1.1. The Historical Background of the Use of Technology in Education**

The integration of technological tools in the educational realm goes back to the twentieth century. Principally, it started once the concept of visual instruction was introduced as a supporting tool for the teaching process, notably with the use of educational films in the early 1920s. In 1960, computers were available to serve educational purposes. Meanwhile, hypermedia, multimodal, hypertext, and emails were widely popular and used under the computer assisted language learning (CALL) pedagogy. In the 1970s, electronic books, personal computers, video cassette recorders, CD rom were available to support the classroom instruction. With the emergence of the Internet and the appearance of social media platforms, learners have become more encouraged to interact and keep in touch via chatting, commenting and sharing knowledge among themselves. In the meantime, digitalized communication and many advanced tools revolutionized the pedagogical scope so as to be compatible with the contemporary decade (Grace& Kenny, 2003).

### **2.1.2. Modern Vocabulary Learning Strategies**

Learning vocabulary is crucial to obtain success in the target language. In modern times, learners are more attracted to use interesting sources to enlarge their vocabulary stock so as to gain a lot of new words incidentally while approaching technological based instructions. It is widely appreciated that engagement with different platforms using digital tools accidently boost learners' performance in the target language. Leaners use a variety of websites which help them acquire knowledge and learn better. Modern materials emerge due

to the technological development accelerating in the world. Within the realm of education, many advanced tools have been introduced to supplement the teaching process as many other techniques emerged to approach vocabulary learning. Therefore, Daltan et al. (2011) pointed out some strategies for vocabulary learning through technology instruction; they cover the following strategies.

1. Learn from visual displays of word relationships within text.
2. Connect vocabulary and learning with online vocabulary games.
3. Have students use media to express vocabulary knowledge.
4. Take advantage of online word reference tools that are also teaching tools.
5. Support reading and word learning with just in time vocabulary reference support.
6. Increase reading volume by reading digital texts.
7. Increase reading volume by listening to digital text with a text-to-speech tool and audio books.
8. Combine language learning and social service (Daltan et al., 2001 as cited in Drigas & Charami, 2014, p. 7)

The above suggested strategies indicate the various ways used in approaching vocabulary learning by means of technological based tools.

### **2.1.3. Defining Basic Terminology**

Arguably, the emergence of the Internet has affected many other fields and has brought about new concepts that need to be defined, some of which seems to be used

interchangeably in some contexts; therefore, this sub-section aims at elucidating the existing vagueness among them. Intrinsically, the modern approach CLT has attempted to stimulate real world activities in the classroom by suggesting the use of authentic materials as supplementary tools to present the input (Guariento & Morely, 2001). So, what do authentic materials stand for?

### **2.1.3.1. Authentic Materials**

Authentic materials generate the set of materials which are not designed to meet instructional objectives. Nunan (1999) argued that they enclose different sorts of spoken or written language data that have been produced in a course of genuine communication not specifically designed for language teaching purposes. He further explained that those materials play a facilitating role in the teaching instruction.

The contribution of technology to language learning has burgeoned with the introduction of modern authentic tools known as information communication technology (ICTs) to language learning classes. So what does the term ICTs refer to?

### **2.1.3.2. Information Communication Technologies**

The term ICTs covers the general technologies used by learners and even teachers in an instructional context. It is an umbrella term that encapsulates the overall communicative devices and applications used to get access of information. UNICCO (2002) defined ICTs as the combination of informatics technology with other technologies, specifically, communication technology. This means that ICTs rely on technological devices in processing information.

The epitome technological device that is likely to serve the context is known as a computer. Introducing computers to language learning classes triggered the birth of a newfangled pedagogy: the so-called computer assisted language learning pedagogy.

### **2.1.3.3. Computer Assisted Language Learning**

Computer-assisted language learning (CALL) is an approach to teaching and learning foreign languages wherein the computer is used as a source to present the material to be learned. In this respect, Chapelle (2005) defined CALL as “the range of activities associated to technology and language learning” (p. 743). The introduction of such innovation brought about other dimensions of teaching and changed the traditional classes.

Correspondingly, CALL pedagogy brings other terms to describe some features of the modern pedagogy of teaching. Terms like distance learning, online learning, e-learning, and blended learning take their root from CALL pedagogy as a result of the emergence of the internet.

- ✓ **Distance Learning:** Distance learning refers to the process of learning that occurs out of a formal setting such as schools or universities. Newby, Stepich, Lehman and Russell (2000) defined distance learning as "an organized instructional program in which teachers and learners are physically separated" (p. 210).
- ✓ **Online Learning:** Online learning implies the presence of the Internet in the teaching and learning pedagogy. This type indicates the use of a wide range of social networking sites to keep communication possible among its users. Khan (1997) defined online learning as the delivery of instruction to a remote audience using the Web as an intermediary. Carliner (1999) regarded online learning as an educational material that is presented via a computer. Learning is possible to happen once there is a direct contact between learners or teachers via Skype, for instance, or other social

networking sites. It is significant to acknowledge that the stated type of learning is widely used in modern era.

- ✓ **E-learning:** E-learning involves the use of electronic devices in language teaching and learning like the utilization of electronic books and articles in reading tasks. In fact, Abbad, Morris and De Nahlik (2009) regarded E-learning as any type of learning that is enabled electronically. This type of learning does not always require the access of the internet; it may be employed in offline mode.
- ✓ **Blended Learning:** According to Chew, Jones and Turner (2008), blended learning involves the combination of two distinct fields of concern: education and educational technology. Procter (2003) defined blended learning as the effective combination of different modes of delivery, models of teaching and styles of learning. It is chiefly agreed that blended learning combines online and face-to-face instruction (Reay, 2001). In general, it is believed that blended learning makes use of traditional teaching equipped with modern educational tools.

#### **2.1.3.4. Social Media**

The term social media refers to any type of media that involves interaction and participation using social media platforms. It is broadly defined as platforms whereby people can create their own profiles and build relationships (McBride, 2009). Similarly, Kaplan and Haenlein (2010) defined social media as media “that allow the creation and exchange of user-generated content” (p. 61). Essentially, their definitions ascertain that every type of media used to support exchange among people goes beyond the social media websites. Basically, they include forms of electronic communication that typically allow interaction among users. Social media is yet characterized by different features; accordingly, Mayfield (2008) argued that social media involves a group of online media which share common characteristics such as the ones stated below.

- **Participation:** It is widely acknowledged that social media encourage people to interact and receive feedback about any issue as far as it holds their interest.
- **Openness:** Social media are opened for the public use; hence, users are allowed, at any time, to comment share knowledge, express thoughts, and vote.
- **Conversation:** Social media supports opening conversations among its users.
- **Community:** It is by means of social media that people manage to form communities of practice. The latter involves forming groups for people with one common interest; therefore, they benefit from their expertise and exchange their experiences at a given field work.
- **Connectedness:** Most social media forms are interconnected, as they make use of links to other sites, resources, and people (Mayfield, 2008)

Social media is sometimes viewed the same as social networking sites. In what follows, it will be shown how they differ from each other.

#### **2.1.3.5. Social Networking Sites**

Social networking sites (SNSs) are websites that allow people to express themselves, share their opinions and socially interact with each other (McBride, 2009). Boyd and Ellison (2008) listed in the following quote some of the features that characterize them.

Social network sites as web-based services that allow individuals to (1) construct public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. (as cited in McBride, 2009, p. 211)

In this context, it is argued that SNSs open the space for users to create their own profile which enable them to build relations among the other users, and freely state their

personal views. People are encouraged to join such virtual communities to express opinions, share ideas, and distribute materials.

The prominent social networking sites include Facebook, Twitter and YouTube. Therefore, the current study shows interest to the use of YouTube networking site in the educational realm.

#### **2.1.3.6. YouTube Networking Site**

YouTube is a public online platform based on video-sharing website to allow people watch and discover things as it provides its users the venue of interaction besides supporting socialization (McBride, 2009). According to Watkins and Wilkins (2011), “YouTube.com, is an online video repository in which nearly any digital video file can be stored and exhibited free of charge” (p. 113). This social networking site favours several sorts of interaction; hence, its users have got the privilege of reacting and reflecting on the video by exposing them to the comment section which permits to share their personal views.

#### **2.1.3.7. YouTube Comment Section**

It is an open space for YouTube users to note down their reflections and reactions about the video; they may share their personal experiences and their interest in a form of a comment. Madden, Ruthven and McMenemy (2013) deemed the comment section as “a section of text for users to provide information related to a video and where users could express their opinion on the video” (p. 695). The section is found below the video and it covers a variety of comment categories; users’ comments can be classified in accordance with the message they convey once they reflect on the video. In this respect, Madden et al. (2013) pointed out the following characteristics.

- **Information:** Information comments are meant to provide general facts about the video content.
- **Advice:** Advice comments tend to provide assistance or suggestions about the issue raised in the video.
- **Impression:** Impression type of comments expresses people's reaction about the videos; they can be positive or negative.
- **Opinion:** Commenters are encouraged to share their personal opinions about the video based on their subjective judgments.
- **Response to previous comments:** Commenters are allowed to reply on previous comments by supporting or disputing their opinion.
- **Expressions of personal feeling:** Commenters state their personal feelings and emotions about the video content.
- **Video content description:** Comments under this category provide paraphrasing of the video content and sometimes they include some direct quotations of words and phrases used in the video. (Madden, Ruthven & McMenemy, 2013)

### 2.2.1. YouTube Multimodal and Vocabulary Learning

Within the contemporary decade, much interest is held to the integration of sophisticated tools to support foreign language classes. YouTube videos become quite popular in the educational system. Many teachers adopt them as reliable sources for teaching and achieving authenticity. In this vein, Bonk (2008) argued that YouTube “has the potential to anchor instruction in such rich learning contexts” (p. 10). It is believed by many researchers (Ktoridou, Yiangou & Zarpetea, 2002) that YouTube videos improve students' vocabulary recognition and comprehension as they expose them to authentic content and context (as cited in Kabooha & Elyas, 2018, p. 73). Ideally, YouTube videos serve as effective tools to provide

a combination of accessible aural input along with the visual images; therefore, they establish an effective ground for vocabulary gains.

### **2.3. Theoretical Basis for Vocabulary Learning through YouTube Comments**

Overall, undertaking the current research is supported by sound theories which enlighten its direction and form reliable databases for its practicality. This sub-section; however, is devoted to dig into the topic and elaborate on the most salient theories upon which our investigation draws.

#### **2.3.1. Contextual Vocabulary Acquisition**

Contextual vocabulary acquisition is known as the intentional learning of a word meaning based on contextual clues (Rapaport, 2002). Typically, this context of learning provides learners with contextualized vocabulary. The target vocabulary is firstly exposed to the learners in the video, and then repeated in a series of comments; hence, it serves the same context. Along the same line, learners are expected to gain more vocabulary by reasoning from the context once they are engaged in reviewing those comments.

#### **2.3.2. Incidental Vocabulary Learning**

As it was reviewed in Chapter One, incidental learning is relatively associated with unconscious learning. It is crucial to acknowledge the amount of learning that is possible to occur while engaging learners in reviewing the comment section and simultaneously encountering the same vocabulary presented in the video. Accordingly, this technique should be kept as an unplanned strategy for boosting incidental vocabulary learning.

### **2.3.3. Comprehensible Input Hypothesis**

Krashen's input hypothesis (1985) is widely acknowledged in this context of learning. Accordingly, learners can learn a great amount of language spontaneously once they are exposed to a comprehensible input at 'i+1' level. Evidently, SLA research asserted the effectiveness of multimedia in developing language learning for its provision of rich and authentic comprehensible input (Brett, 1995). Therefore, the present inquiry is based on exposing learners to intelligible input that reflects their level of mastery, meanwhile, the target words are embedded in a series of comments.

### **2.3.4. Affective Filter Hypothesis**

Krashen's affective filter hypothesis (1985) accounted for the psychological factors that influence learners' performance in a learning context. He argued that learners acquire second/foreign languages only if their affective filters are low to allow the acquisition of the input. Du (2009) added that "people with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device". (p. 1). Needless to say that exposing learners to authentic materials will make learning more interesting and motivating. Therefore, learners feel more excited to learn and achieve better under this friendly environment. Based on this perspective, using YouTube comment instruction is likely to attract learners' attention and hold their interest.

### **2.3.5. Repetition and Reinforcement**

Indubitably, repetition is indispensable for effective learning to occur. Repeating items more than once contributes to their preservation into long-term memory over a prolonged period of time. Nation (2000) pointed out that: "Repetition thus adds to the quality of knowledge and also to the quantity or strength of this knowledge" (p. 114). Therefore, the present study is based on exposing learners to the target words in the video first, then the

same vocabulary is likely to appear in the comment section. It is argued that several encounters of the same word results in better storage and retention of the words, and hence it leads to a successful reinforcement.

### **2.3.6. Authenticity and Vocabulary Learning**

Exposure to authentic materials triggers effective learning to take place. Cook (1981) argued that authentic tools provide a realistic context of the input being taught. He added that learners are likely to gain more vocabulary through exposure to those authentic tools. Similarly, Murdoch (1999) accentuated the effectiveness of authentic tools in vocabulary development. As a matter of choice, this inquiry explores vocabulary development via exposure to two authentic materials: watching YouTube videos and reviewing their comments.

### **2.3.7. Interaction Theory**

SLA research ascertains the role of interaction for learning to take place. Long (1981) suggested the interaction hypothesis and argued that social interaction is pivotal in comprehending the input as it results in successful meaning negotiation and consequently leads to a more felicitous acquisition of language. Likewise, Vygotsky's (1978) sociocultural theory avidly supported the amount of learning gained from engagement with social interaction. Owing to the fact that the YouTube platform provides its users with a space to annotate and express their views, it is supposed that reviewing those comments is a sort of interaction that may result in incidental learning. This type of interaction is known as human computer- interaction.

### **2.3.8. Multimedia Theory**

Lastly, multimedia theory (Mayer, 2005) strongly advocated the fact that effective learning involves the integration of both images and words and results in better input retention. Ideally, learning from watching the videos and reviewing the comment section adheres well to the principles of the suggested theory.

### **Conclusion**

The current chapter cast light upon the historical background and the conceptual framework underlying the general scope of education technology, as the major focus is given to the contribution of technology in the educational spectrum. Initially, it reviewed the history of technology in the educational realm and its development through time. Besides, it highlighted the common vocabulary strategies employed by learners in a technological based instruction. Additionally, it discussed the basic terminology linked to the research topic. Moreover, it highlighted the impact of YouTube instruction in developing vocabulary. Lastly, it elaborated on the theoretical foundations that supported the undertaken study. Different theories have been touched upon to support learning vocabulary via exposure to the YouTube comment section. Correspondingly, the subsequent chapter will be devoted to the practical side of the research work.

## **Chapter Three: Methodology and Data Analysis and Data Interpretation**

### **Introduction**

While the two previous chapters have reviewed the basic literature of the research topic, this third chapter is devoted to the practical framework of the overall study. It encompasses three sections: the first section, methodology, wherein the general fieldwork design is discussed, followed by the analysis of the data collected in the second section. The third section; however, is concerned with the discussion and the interpretation of the results obtained from the analyzed data. Lastly, the chapter ends up with acknowledging the limitations of the research study along with suggesting some pedagogical recommendations for future research.

### **Section One: Methodology**

The research methodology section delineates the research paradigm followed, the setting, population and sampling as well as the overall research design. The research design accounts for the instruments and the procedures of data collection along with the nature of data analysis.

#### **3.1.1. Research Paradigm**

In an attempt to explore the effectiveness of reviewing YouTube comments in developing vocabulary knowledge, the current investigation has adhered to the experimental nature of research design as it opted for a quantitative approach of data analysis. Nunan (1992) deemed the experimental design an effective approach applied in academic and scientific research which aims at exploring the strength of the relationship between the variables. Likewise, Dörnyei (2007) pointed out that the experimental paradigm as a quantitative method of research aims at identifying the relationship between the variables by

measuring them or manipulating them. Therefore, the current investigation adopted the quasi empirical modal of the research planning to test the effectiveness of the hypotheses. Specifically, it sought to establish the relationship between reviewing YouTube comments and its impact on incidental vocabulary learning. It is worth mentioning that the quasi experimental design is one type of the experimental approach and widely used in scientific research as it is proved to be an effective design for testing cause and effect relationships (Nunan, 1992).

Practically, this experimental study was based on one experimental group; the latter received a diagnostic assessment ‘pre-test’ and a summative assessment ‘post-test’ after four sessions of treatment to test learners’ vocabulary long retention. Additionally, learners were exposed to an immediate assessment by the end of each session of the treatment to measure their vocabulary uptake. On this basis, the study has adopted a quantitative paradigm of research design as it relied on statistical measures to reach accurate results.

### **3.1.2. Setting**

The current investigation was conducted with a group of first year License Students at Mohammed Seddik Ben Yahia, Jijel University. The experiment required the use of computers for its successful implementation; consequently, it was carried out in the language laboratories of the department of English as a convenient setting. To ensure the work validity, the researcher opted to conduct the study in the official session of the participants’ oral expression classes.

### **3.1.3. Population and Sampling**

This sub-section deals with the population targeted and the sample participating in the study. It also sets forth reasonable grounds standing behind their selection.

### ❖ **Population of the Study**

This inquiry addressed first year License Students at Mohammed Seddik Ben Yahia University. The rationale behind choosing first year students is threefold.

- First year students are premised to be novice EFL learners with intense interest in developing their language learning competence.
- First year students experience some difficulties in their language learning, as they are eager to bridge the gaps; therefore, they represent a good area of vocabulary research.
- First year students are expected to be more enthusiastic about the use of language laboratories; thus, they would show interest to participate in the study.

### ❖ **Sample of the Study**

It is practically impossible to put the entire population under scrutiny; thus, sampling is the proper procedure to save time and energy for the purpose of reaching reliable results. The sampling phase refers to the selection of a given number of subjects to represent the target population. Dörnyei (2007) defined a sample as “the group of participants whom the researcher actually examines in an empirical investigation” (p. 96). Depending upon a convenient random selection based on learners’ availability, the sample of the current study targeted one group from first year students. In fact, the target group includes twenty (20) subjects as a whole; however, only eleven (11) students were kept under the study due to the absences during the treatment sessions. The eleven participants formed the experimental group and their identities remained anonymous in the analysis of the data.

#### **3.1.4. Research Design**

This sub-section discusses the research design of this study. It covers the data gathering instruments, the data collection procedures along with the data analysis procedures.

### **3.1.4.1. Data Gathering Instruments**

To test the research hypotheses, the researcher tested the vocabulary gained through a series of assessments: diagnostic, immediate and summative assessment. The diagnostic assessment refers to the pre-test taken by the learners to get to know their familiarity with the target words before receiving the treatment while the summative assessment serves as the post-test taken by the end of the treatment to test their progress. The researcher adopted the vocabulary knowledge scale (VKS) for this type of assessment to test learners' long-term recall of the target words. However, testing learners' uptake of the words required the use of an immediate assessment by the end of each session of the treatment. The overall tests are carefully described in what follows.

#### **3.1.4.1.1. Vocabulary Knowledge Scale Test Description**

The current study adopted the Vocabulary Knowledge Scale (VKS) suggested by (Wesce & Paribakht, 1969) as a modal to assess the target vocabulary and test learners' vocabulary long-term recall. The rationale behind choosing the VKS as a test for assessing their performance is that it is comprehensive, and thereby offers many options for the participants to choose according to their competence.

The VKS consisted of five-self report categories (see appendix A). The subjects were required to choose the statement that represents how well they know the word. The VKS includes forty (40) words, sixteen target words and twenty four fillers. The latter indicates the set of words added in the test but are not under the study. However, learners appeared to be familiar with some target words in the pretest; thus, these targets were substituted by other fillers to be targeted in the study. The researcher purposefully included many words in the test mainly for two main reasons:

- ✓ The target words were selected according to the participants' performance in the pretest; hence, the selection tackled the words which seemed to be almost ignored by the participants together with those matching their abilities (i+1).
- ✓ The fillers were added in the pretest to distract learners who would be more likely to forget about them once they are exposed to a big number of words.

With regard to the grammatical classes, the total words covered eight (8) nouns; six (6) verbs; and two (2) adjectives, these were: *overcome, stuck, giggle, feedback, stutter, blushing, perspire, tremendous, focus, tool, clarity, attitude, gossip, complain, sin, pace*, respectively as they appeared in the treatment sessions. Hence, each four words appeared in a single video and were presented in one session.

#### ❖ **Purpose of the Vocabulary Knowledge Scale (VKS)**

The VKS aimed at assessing learners' long-term recall of the target vocabulary being implicitly taught along the treatment sessions; it attempted to:

- ✓ Test knowledge of forty (40) words before the treatment sessions.
- ✓ Estimate the extent of recalling the sixteen target words three days after the treatment sessions.

#### ❖ **Administering the Pre-test**

The pretest was scheduled for the 5<sup>th</sup> May at 13:15 with an interval of three days before the treatment took place. Participants were given twenty minutes to fill in the test. The latter was supervised by the researcher and the participants' teacher. It is worth noting that certain precautions were involved in applying the test.

- ✓ The learners were not informed that the test would be under a research study.

- ✓ The learners were informed that the test was just an evaluation of their overall proficiency in English to check how well they were progressing in their first academic year.
- ✓ The learners were not allowed to use dictionaries or any other sources to explain the target words as they were urged to work individually.
- ✓ The researcher introduced herself as being a new teacher and that the participants would have a training course with her to develop their oral skills.

#### ❖ **Administering the Post-test**

The participants were exposed to the post-test three days after the treatment sessions. The VKS was identical to serve the purpose of testing words' long term recall; however, it sought to test the sixteen target words without exposing them to the other fillers.

#### **3.1.4.1.2. Immediate Assessment Description**

For the purpose of testing learners' uptake of the target vocabulary, learners were exposed to an immediate assessment by the end of each session of the treatment. Owing to the fact that the research topic opted for the amount of the incidental vocabulary learned from reviewing YouTube comments, it would be impossible to engage the learners to perform activities targeting the vocabulary knowledge directly. For this reason, there should be multiple tasks tackling many aspects of language together with testing the vocabulary uptake.

However, due to the restricted time allocated for the session treatment which did not exceed forty minutes, the researcher could not arrange many tasks wherein the uptake test would be incorporated. Subsequently, the researcher adopted one elicitation task to serve this end; learners were required to reflect on the video in a piece of a written production which served as their proper comment. Supposedly, they would use the target words if they have spontaneously acquired them.

After two sessions of the treatment, the researcher noticed that the task was not accurate and direct to assess the learners' uptake. Therefore, the researcher changed the type of activity based on gap-filling quizzes. During the third session, the learners were given two authentic comments selected from the video to be filled with the target words; therefore, the aim of the quiz was kept communicative as its appropriate completion leads to understanding the general message of the video. However, the assessment of the last session targeted directly the vocabulary competence; the participants were given a set of definitions and had to note down what corresponded each definition. It is worth mentioning that in both quizzes the researcher provided the first letter of each missing word to urge the use of the target words.

#### **3.1.4.2. Data Collection Procedure**

The process of collecting data was carried out through two main stages: the preliminary stage which was devoted to the design of the experiment, followed by the implementation phase wherein the researcher put the work into practice to test the research hypotheses.

##### **3.1.4.2.1. Preliminary Stage**

At the onset, four videos attached to their comments were selected to be under the study. The videos were chosen from the educational TED Talk webcast in which the researcher assumed that they provide reliable sources for developing knowledge. In effect, a TED Talk is a showcase for speakers presenting great, well-formed ideas in a limited time. The rationale standing behind restricting the selection to those videos is fourfold:

- ✓ TED Talk videos provide academic and valuable inputs presented by intellectuals touching upon several domains.
- ✓ TED Talk videos are mostly watched by educated people as the commenters are premised to be knowledgeable; therefore, this fact ensures the comments reliability.

- ✓ TED Talk videos discuss a wide range of topics; thus, they serve the researcher with a variety of topics to select according to her interest.
- ✓ TED Talks provide interesting and motivational videos which bring excitement for the learners.

Correspondingly, the process of selecting those videos was not haphazard; as a matter of fact, it took into account the following criteria:

- **Length:** Setting the time limit of the target videos is very crucial. Owing to the fact that short videos are not so exploited and long videos cause boredom, the researcher relied on videos which did not exceed fifteen minutes in length. Additionally, the time allocated for the conduct of the study did not favour adjusting longer videos as it did not exceed forty minutes per session (40 minutes maximum).
- **Motivation and Interest:** Endorsing the affective filter hypothesis (Krashen, 1985), it is crucial to choose interesting and motivating videos for participants of the study. Due to the time constraints, the researcher could not manage to know about learners' interest; however, she suggested developing speaking skills as a general theme for the overall target videos. The reasons standing behind adopting this theme is threefold:
  - 1) The participants were previously informed that the amount of teaching received by the researcher was a part of their training to develop their speaking skills as being novice students.
  - 2) The experiment was conducted in their official speaking class; thus, it would be better to link the theme to the aim of the subject matter.
  - 3) Due to the fact that the researcher's task was testing incidental vocabulary, the researcher intended to accomplish two goals at once in suggesting this theme; the participants would acquire more vocabulary while learning the tips to develop the speaking competence.

- **Level of mastery:** Regarding Krashen's (1985) comprehensible input hypothesis, the selection of the videos carefully considered the proficiency level of first year students. Therefore, we have intentionally chosen videos with clear and simple English and simultaneously including low frequent words to be under the study. To meet these objectives, the researcher collaborated with the official teacher of the participants to guide her with the selection.
- **Videos with a large number of comments:** the selection of the video considered the number of the comments available in each section. Needless to say, the more comments are, the more vocabulary will be. Videos holding rich number of comments are so exploited as they provide different types of comments reviewed in the literature, and support the study work. The study was based on the criterion that the number of the total comments should exceed one hundred entries in the target videos.

It is worth mentioning that the comments, as well, were carefully chosen from the target videos. The researcher selected twenty comments from each video, yet their selection was based on the following criteria:

- Comments written with a good language and with correct spelling.
- Comments contributing to open discussions, and push the reader to think of the target words.
- Comments which contain the repeated vocabulary from the video and serve the same context.
- Comments free from sarcastic language and pejorative lexis.
- Comments with different characteristics reviewed in the Chapter Two for the purpose of keeping authenticity of the work.

It is noteworthy that the selected comments were kept authentic; the researcher did not add any modifications.

#### **3.1.4.2.2. Implementation Stage**

The experimental study was conducted in twenty one (21) days. Basically, the researcher assigned four sessions of treatments with the interval of three to four days between each session. Interestingly, three days before the treatment, the participants filled the VKS test which served as the pretest aiming at knowing learners' familiarity with the target words. Subsequently, the same test was exposed to the participants three days after the treatment sessions. Moreover, the learners were exposed to an immediate assessment by the end of each session to test their vocabulary uptake.

#### **❖ Lesson Plan Procedures**

The researcher intended to create a virtual environment in designing the lesson plan procedures. To serve this purpose, the lesson procedure combined the academic steps followed by teachers with those of YouTube visitors while being engaged in the YouTube platform. Yet, the process started with a warm up to the lesson to get all the learners involved. After that, they watched the video for one time as they were required to take notes. Simultaneously, the researcher provided them with the printed version of the twenty selected comments.

After watching the video, the participants were given the chance to react to it by showing 'thumb up' to indicate 'like' or 'thumb down' for 'dislike'. The aim behind this activity was to raise their motivation and lower the affective filter. The next stage was inviting them to review the comment section in approximately ten to fifteen minutes of duration. The researcher then went to ask some comprehension based questions which entailed the target vocabulary so as to be highlighted in their responses. The type of questions was quite

communicative as well; learners were asked to give some oral replies for some comments which contained the target vocabulary. At this point, the researcher made sure that they would review the target comments to provide their reply. Needless to say, this type of discussion adhered to the principles of the interaction theory as the participants were in a state of reviewing people's comments and providing oral replies.

By the end of each session, learners were encouraged to reflect on the video by annotating their proper comments. The purpose behind this task was to assess learners' uptake of the target words so as to measure the frequency of occurrence of those words in their comments. Due to the fact that this task could not measure learners' uptake, during the last two sessions, the learners were introduced to a two minute quiz to serve the same purpose. It is worthwhile to mention that the amount of teaching received fell under the implicit teaching of the target words as the learners were expected to acquire the target vocabulary incidentally.

#### **3.1.4.3. Data Analysis Procedures**

The overall data gathered was analyzed in accordance with some logical bases stemmed from the following research questions.

- ✓ To what extent does reviewing YouTube comments support incidental vocabulary uptake?
- ✓ Is there any potential relationship between the targets' frequency of occurrence and the learners' uptake?
- ✓ To what extent does reviewing YouTube comments technique contribute to successful vocabulary long-term recall of the target words?

Exploring the above research questions required a deep analysis and understanding of the patterns involved in each question. The research work was based on testing the effectiveness of reviewing YouTube comments and its impact on vocabulary development.

More precisely, it aimed at investigating the amount of vocabulary incidentally gained through exposure to the YouTube comment platform. Therefore, testing incidental learning of the targets should be logically investigated.

As it was reviewed in Chapter One, the vocabulary acquisition is quite linked to the memory processes: encoding, storage and retrieval (Feldman, 2014). Hence, all the processes are interrelated; no storage without encoding as any retrieval is allowed without storage (Sweeney, 2009). Basically, the target research questions have considered the logical order of the memory processes. By this token, the first research question sought to test the learners' short term recall of the targets; it subsequently encloses the two first processes of memory (encoding, short-term storage) to result in assessing the learners' uptake.

Repetition is such a substantial aspect to boost the words' acquisition. On this account, the second research question aimed at exploring the correlation between the targets' frequency of occurrence in the comments and their uptake.

The third research question, however, sought to measure the learners' long term-recall of the targets. Hence, the nature of the question targeted the third process which measures their retrieval abilities as it relies on the VKS modal of assessment which aims at testing meaning recall of words. On the whole, the research study is based on analyzing data in accordance with the sequence of memory processes.

As far as the nature of data analysis is concerned, the entire data collected from the pre-test, post-test and immediate test were analyzed by means of quantitative measures. The researcher counted the scores obtained by the students in both the pre-test and post-test, then compared the result to see how well they were progressing. With regard to the immediate assessment, it was analyzed by counting the frequency of occurrence of the target words in the learners' comments within the first two sessions. However, the last two sessions' analysis

was based on correcting their quizzes and counting their scores. To indicate the relationship between the words' frequency of occurrence in the comments and learners' frequency use, the researcher had to calculate the R value which stands for the Pearson Correlation Coefficient.

According to the Social Sciences Statistics online:

(<http://www.socscistatistics.com/tests/pearson/Default2.aspx>) Pearson Correlation Coefficient measures the strength and the direction of the relationship between two variables.

### **Conclusion**

To put it in a nutshell, this section has reported the work direction and design. It fairly tackled the systematic procedures of the academic research. It touched upon the research paradigm, setting, population and sampling as well as the research design followed. Evidently, this section served as an overview about the general guidelines underlying the conduct of the experimental study. The subsequent section will be concerned with the analysis the data yielded from the experimental study.

## **Section Two: Data Analysis**

The current section is devoted to the analysis of the experimental study. The conduct of the experiment aimed at measuring learners' comprehension and short retention of the target vocabulary (uptake), and their long-term recall at three points of assessment. The diagnostic and the summative assessments explored the learners' long retention of the target words by means of comparison between the pre-test and post-test results, while the immediate assessment targeted their uptake abilities. To analyze the results, the researcher used some statistical measures as she relied on calculating the Pearson Correlation Coefficient to indicate the type of relationship between the targets' frequency of occurrence and their uptake. Therefore, the results from the measures are presented in the same order as they were conducted.

### **3.2.1. Pretest Analysis**

The analysis of the test was based on correcting the participants' answers and counting the final score of each student. Accordingly, within each category of the VKS, there was the corresponding score on the left (e.g. I can use the word in a sentence = 4). Basically, sixteen words were under the study; thus, the final score of each participant was out of sixty four (64). Additionally, the mean (average) was obtained by adding the individual scores together and dividing the sum by the total number of the scores (counting the sums of the learners' scores).

As it was previously mentioned in the Methodology Section, the pre-test included forty words; however, only sixteen words were selected to be under the study. The selection targeted the words which were almost ignored by the participants in order to be able to measure their uptake and long-term recall after receiving the treatment. Therefore, the following table indicates the scores obtained within the sixteen target words.

Table 1

*Learners' Pretest Performance*

<b>Students</b>	<b>Pre-test Scores</b>	<b>Percentage (%)</b>
Student A	18	28.12
Student B	20	31.25
Student C	11	17.18
Student D	13	20.31
Student E	20	31.25
Student F	21	32.81
Student G	17	26.56
Student H	18	28.12
Student I	23	35.93
Student J	12	18.75
Student K	9	14.06
<b>Mean</b>	<b>16.54</b>	<b>25.84</b>

The results of the pre-test denote a very poor performance from the participants. It also shows that the learners have mixed abilities. All students performed under the average with the best score twenty three marked by *student I* representing 35, 93 %; however, the lowest score is marked by 9 representing 14.06 % (*student K*). Arguably, this stumble was predictable by the researcher who intended to introduce low frequent words to be tackled in the study.

### 3.2.2. Learners' Uptake Analysis

After the administration of the pretest, the treatment took place wherein the target words' uptake was measured. Learners' uptake was tested through the immediate assessment taken by the end of each session of the treatment. In the first two sessions, learners were required to note down their reflections about the video in a form of a comment. Their

comments were later analyzed according to the frequency use of the targets. However, the nature of the test was changed in the two last sessions as it was more directed to testing the vocabulary competence by means of gap-filling quizzes.

### 3.2.2.1. Uptake Analysis of Session One

The first video was entitled ‘*Overcoming the Fear of Public Speaking*’. The speaker, Danish, talked about his experience with public speaking, as he suggested the *ORAI application* for practicing the speaking competence. By the end of this session, the participants were required to write a comment in which they had to talk about Danish experience with public speaking and to describe the suggested application. The target vocabulary tackled four words; one verb (*overcome*), one adjective (*stuck*), two nouns (*giggle*, *feedback*). This target vocabulary was used in the video and repeated in a series of comments; hence, the targets’ frequency of occurrence in the comments is noted in the following table:

*Table 2*

*The Target Words’ Frequency in the Comment Section (1<sup>st</sup> session)*

<b>Words</b>	<b>Overcome</b>	<b>Stuck</b>	<b>Giggle</b>	<b>Feedback</b>
<b>Frequency</b>	5	1	1	1

The results obtained from the analysis of the learners’ comments were based on counting the number of using the target words with each learner, then counting the frequency use of those words among them all with regard to their mean. The table below shows a detailed analysis of the participants’ use of the target words in their comments.

Table 3

*The Frequent Use of the Target Words*

Words	Overcome	Stuck	Giggle	Feedback	Frequency
Students					use of words
<b>A</b>	√	×	×	×	1
<b>B</b>	√	√	×	×	2
<b>C</b>	√	×	×	√	2
<b>D</b>	√	×	×	×	1
<b>E</b>	√	×	×	√	2
<b>F</b>	√	×	√	×	2
<b>G</b>	√	×	×	×	1
<b>H</b>	×	×	×	√	1
<b>I</b>	×	×	×	×	0
<b>J</b>	√	×	×	×	1
<b>K</b>	×	×	×	×	0
Total	8	1	1	3	13
Mean	<b>0,72</b>	<b>0,09</b>	<b>0,09</b>	<b>0,27</b>	<b>1,18</b>

(√) = the use of the target word. (×) = no use of the target word.

The word 'overcome' significantly appeared in the learners' written production and was properly used by eight (8) subjects. It seems that the word was easy to be caught by the learners, probably because it was the key term of the global topic of the video. Additionally, the word was encountered five times in the comment; we may assume that its frequency of occurrence might trigger its acquisition by the majority.

Apparently the word *feedback* was successfully used by three subjects from eleven; it appeared in their writing when they described the major feature of the ORAI application. However, it did not appear with the rest of the subjects because the majority missed to talk about the suggested application, though the researcher urged them to describe it in their comments.

The words *stuck* and *giggle* were equally used among the participants and appeared one time. The researcher intended to direct their use by asking them to talk about Danish experience. Yet, these targets did not appear probably due to their complexity or their insufficient repetition in the comments representing one single occurrence for each target word.

Arguably, the amount of uptake of the first session was quite disparate between the four targets; significantly it results 1,18 as a global mean which indicates that incidental learning occurred to a certain degree.

### 3.2.2.2. Uptake Analysis of Session Two

In this session, the nature of the elicitation task was kept the same as of the previous session; however, the subjects were asked to share their experience with public speaking instead of writing a summary of the video. Precisely, they were urged to write about difficulties they come across while doing a class presentation in a form of a comment. This task was meant to serve the context of testing learners' uptake of the following targets; *stutter*, *blushing*, *tremendous*, *perspire*.

Table 4

*The Target Words' Frequency in the Comment Section (2<sup>nd</sup> session)*

Words	Stutter	Blushing	Tremendous	Perspire
Frequency	1	3	1	1

Table 5

*The Frequent Use of the Target Words*

Words	Stutter	Blushing	Tremendous	Perspire	Frequency use of words
Students					
<b>A</b>	×	×	×	×	0
<b>B</b>	×	×	×	√	1
<b>C</b>	×	√	×	×	1
<b>D</b>	×	×	×	×	0
<b>E</b>	×	×	×	√	1
<b>F</b>	√	√	×	×	2
<b>G</b>	√	×	×	√	2
<b>H</b>	√	√	×	×	2
<b>I</b>	×	×	×	×	0
<b>J</b>	×	√	×	×	1
<b>K</b>	×	×	×	×	0
Total	3	4	0	3	10
Mean	<b>0,27</b>	<b>0,36</b>	<b>0</b>	<b>0,27</b>	<b>0,90</b>

The word *'blushing'* is the mostly used among learners indicating four times of appearances followed by the words *'stutter'* and *'perspire'* noting three times of occurrences. Though the nature of task was directed to use these targets, the majority did not use them, probably because of the words complexity, or simply because the participants did not experience those symptoms.

Surprisingly, the word '*tremendous*' did not appear in all their comments. We may assume that this word was difficult to be caught, or probably it did not serve the context of their writing. Also, the word was exposed to them one time in the comments; perhaps due to this fact, its comprehension could not be triggered.

The frequent use of the targets did not exceed two words for each subject. Four subjects (*A, D, I, K*) did not use the target words in their writing, perhaps because they did not experience these symptoms, or probably the words seemed to be difficult and they failed to understand them. Four other participants (*B, C, E, J*) made use of one word of the targets, while the three remaining (*F, G, H*) used two target from the four. This fact maybe justified by the different levels of the learners.

The overall results indicate that incidental learning occurred relatively with some words. However, the total uptake mean *0, 9* does not bring satisfactory results to the researcher.

### **3.2.2.3. Uptake Analysis of Session Three**

The assessment of this session was quite different from the previous ones. The researcher noticed that the elicitation task used before was not really effective in testing learners' uptake; learners might have known the words but did not use them. In the third session, learners were exposed to a two minute communicative quiz. The latter contained two authentic comments which summarized the general message of the video. They were required to fill in the gaps with the target words according to their understanding (see appendix B). The researcher intentionally provided the initial letter of each word to simplify the targets' recall. The nature of this task was kept communicative to serve the purpose of testing learners' incidental uptake.

Table 6

*The Target Words' Frequency in the Comment Section (3<sup>rd</sup> session)*

Words	Tool	Focus	Clarity	Attitude
Frequency	6	5	3	1

Table 7

*Learners' Performance in the Quiz (3rd session)*

Words	Focus		Tool		Clarity	Attitude	Final Score
Students	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>			4 / 4
	Gap	Gap	Gap	Gap			
A	√	√	√	√	×	×	2
B	√	√	×	×	×	√	2
C	√	√	√	√	×	×	2
D	√	√	√	√	×	×	2
E	√	√	√	√	√	×	3
F	√	√	√	√	√	×	3
G	√	√	√	√	×	×	2
H	√	√	√	√	×	×	2
I	√	√	√	√	×	×	2
J	√	√	√	√	×	×	2
K	×	×	√	√	×	×	1
Total	10	10	10	10	2	1	23
	10		10				
<b>Mean</b>	<b>0,90</b>	<b>0,90</b>	<b>0,18</b>	<b>0,09</b>	<b>2,09</b>		

The above table shows very significant results indicating a notable increase of the overall mean of the uptake (2.09). We assume that, this is due to change of the evaluation task which was more explicit in testing the target words.

The words '*tool*' and '*focus*' were equally picked up by ten participants as they signaled their successful comprehension. It can be justified that these words were simply understood. Owing to the fact that both of the words were encountered several times in the comments, this might be the cause of their gain.

However, the word '*clarity*' was caught right by only two students (*E, F*), followed by the word '*attitude*' used correctly by only one student (*B*). We suppose that the words were not easily grasped as they were not sufficiently repeated in the comments.

Arguably, the total findings seems to be in a way ambiguous and confusing; two words (*focus, tool*) were successfully acquired by almost all the participants, while the two remaining ones (*clarity, attitude*) were missed by the majority. All in all, we may assume that the global uptake results of the third session are significant to denote that incidental learning successfully took place.

#### **3.2.2.4. Uptake Analysis of Session Four**

Much like the third session, by the end of this session, learners were exposed to a two minutes quiz which explicitly tackled the vocabulary knowledge of the targets. They were provided with four definitions as they were expected to write what corresponded each definition. Intentionally, the researcher provided the initial letter of each target to simplify the recall of the words (see appendix C). It is worth mentioning that this type of assessment did not bias the research study or violate the incidental learning principle, mainly because it was done by the end of the last session of the treatment. The targets were *gossip, sin, complain* and *pace*.

Table 8

*The Target Words' Frequency in the Comment Section (4<sup>th</sup> session)*

Words	Gossip	Sin	Complain	Pace
Frequency	4	4	3	2

Table 9

*Learners' Performance in the Quiz (4<sup>th</sup> session)*

Words	Gossip	Sin	Complain	Pace	Total Score
Students					4/4
<b>A</b>	√	√	√	×	3
<b>B</b>	√	√	√	√	4
<b>C</b>	×	√	√	×	2
<b>D</b>	√	√	√	×	3
<b>E</b>	√	√	√	√	4
<b>F</b>	√	×	√	√	3
<b>G</b>	×	√	√	×	2
<b>H</b>	√	×	√	×	2
<b>I</b>	√	×	√	√	3
<b>J</b>	×	×	√	×	1
<b>K</b>	×	√	√	√	3
Total	7	7	11	5	30
Mean	<b>0,63</b>	<b>0.63</b>	<b>1</b>	<b>0,45</b>	<b>2,72</b>

(√) = correct answer, (×) = wrong answer

The above table indicates, to some extent, a successful performance in the short term recall of the target words representing 2, 72 total mean.

The word '*complain*' was correctly recalled by all the subjects. It is maybe due to its simplicity. The words '*gossip*' and '*sin*' were equally caught by seven participants, followed by the word '*pace*' which was correctly caught by five participants. We may assume that the target words frequency of occurrence could lead to their successful retention.

The results obtained from this last assessment are satisfactory and bring insights that learners have relatively picked up the targets. We suppose that this is due to the change of the assessment that was more directed and effective in testing their uptake

### 3.2.3. Comparison between the Uptake Gained from the Four Sessions

The table below demonstrates the mean of the uptake gained from each session of the treatment.

*Table 10*

*Comparison of the Uptake Results of the Four Sessions*

<b>Sessions</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>
<b>Uptake Mean</b>	1,18	0,90	2.09	2,72
<b>Total Mean</b>	<b>1.72</b>			
<b>Percentage (%)</b>	<b>43</b>			

Within the two first sessions, the uptake mean was below the average. However, it was significantly increased by the last two sessions to reach 2.72. We assume that the nature of the assessment affected the results. The overall uptake marked from the four sessions relatively signals the participants' successful incidental uptake of the target words.

### 3.2.4. The Correlation between the Targets' Frequency and Learners' Uptake

The analysis obtained from the uptake assessment indicates that the targets' frequency of appearance affects the learners' uptake. It shows that there might be a positive relationship between the two variables. Analyzing the relationship between the targets' frequency and the learners' uptake requires calculating the Pearson Correlation Coefficient (R value).

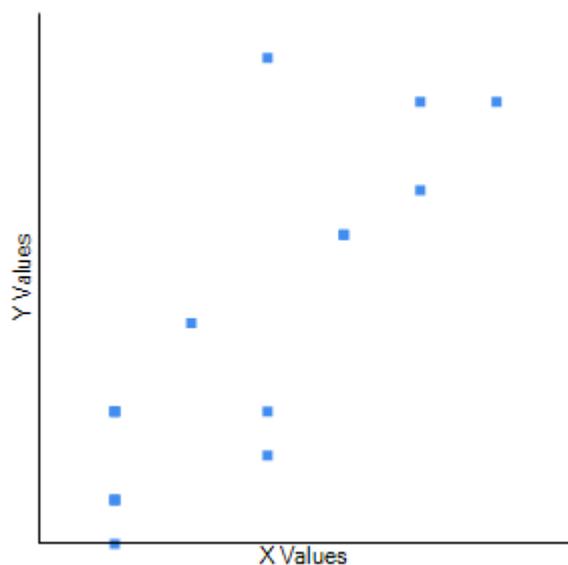
The table below indicates the targets' frequency of appearance in the comments along with their uptake.

*Table 11*

*The correlation between the Targets' Frequency and their Uptake*

<b>Words</b>	<b>Frequency</b>	<b>Learners' uptake</b>
Overcome	5	8
Stuck	1	1
Giggle	1	1
Feedback	1	3
Stutter	1	3
Blushing	3	3
Tremendous	1	0
Perspire	1	3
Gossip	4	7
Sin	4	7
Complain	3	11
Pace	2	5
Tool	6	10
Focus	5	10
Clarity	3	2
Attitude	1	1
<b>Pearson Correlation Coefficient</b>	<b>0.8284</b>	

Using the lextutor website (<http://www.socscistatistics.com/tests/pearson/Default2.aspx>), the R value is marked *0.8284*. This result indicates a strong positive correlation, which means that high X variable scores go with high Y variable scores (and vice versa).



*Figure1. Frequency of occurrence of the targets and learners' uptake*

The above scatterplot indicates a strong positive relationship between the targets frequency in the comments and learners' uptake because the patterns X- and Y- values resemble a line.

### **3.2.5. Post-test Analysis**

The students were introduced to an identical test (VKS) to be filled after receiving the treatment sessions; however, only the target words were tackled; fillers were removed from the post-test. Therefore, the same procedure was followed to count their scores. (The procedures followed in counting the pre-test scores).

Table 12

*Learners' Post-test Performance*

<b>Students</b>	<b>Post-test Scores</b>	<b>Percentage (%)</b>
Student A	25	39.06
Student B	41	64.06
Student C	23	35.93
Student D	24	37.5
Student E	37	57.81
Student F	33	51.56
Student G	27	42.18
Student H	30	46.87
Student I	38	59.37
Student J	20	31.25
Student K	12	18.75
<b>Mean</b>	<b>28.18</b>	<b>44.03</b>

The scores obtained from the post-test indicate a notable progress in the participants' performance. All the participants showed an improvement which relatively differed from one student to another. Four students did very well (*B, E, F, I*) as their scores increased to be above the average. We assume that, to a certain degree, the successful performance is due to the treatment gained along the experimental study.

### **3.2.6. Comparison between Learners' Pre-test and Post-test Performance**

Comparing the results of the learners before and after receiving the treatment required counting the variance among their scores at the two levels of assessment. On this basis, for each student, the score of the pre-test was subtracted from that of the post-test; the result (i.e. the variance) was noted down.

Table 13

*Comparison between the Learners' Pre-test and Post-test Performance*

<b>Students</b>	<b>Pre-test Scores</b>	<b>Post-test Scores</b>	<b>Variance</b>
Student A	18	25	+ 7
Student B	20	41	+21
Student C	11	23	+12
Student D	13	24	+11
Student E	20	37	+17
Student F	21	33	+12
Student G	17	27	+10
Student H	18	30	+12
Student I	23	38	+15
Student J	12	20	+8
Student K	9	12	+3
<b>Mean</b>	<b>16.54</b>	<b>28.18</b>	<b>11.63</b>

The above table shows the results obtained from both the pre-test and post-test assessment indicating the variance for each student. Regarding the variance noted, it seems that the participants were relatively successful in showing competence of the target words after the treatment sessions. The highest variance is marked by 21 points which indicates a remarkable progress; however, the lowest variance represents 3 points which does not signal a significant development.

Five subjects from the total number marks eleven points of variance, which indicates that the majority performed well and showed progress after receiving the treatment (*students B, C, E, F, H, I > 11*), while one scores eleven points of variance (*student D = 11*). However, four participants signals a humble performance in scoring less than eleven points of variance (*students A, G, J, K, < 10*).

Overall, we may assume that the proposed technique was relatively effective in learning some of the target words. Additionally, the total findings indicate that the subjects' competence is different as they belong to a class of mixed abilities.

### **Conclusion**

This section has been devoted to the analysis of the experimental study. It provided an analysis of the scores obtained by the participants in the pre-test and post-test to indicate their long-term recall of the targets. Additionally, it analyzed the results obtained from the immediate assessment to measure their uptake abilities. Moreover, it explored the frequency of occurrence of the target words and its relationship with the learners' uptake. The subsequent section will provide interpretations of the overall results.

### **Section Three: Data Interpretation**

The current section sets out the essence of the research work; hence, it provides interpretations and discussions of the data collected by means of the research tools. Essentially, it answers the basic research questions as it compares the results to previous studies. As a reminder, the present investigation sought to answer the following research questions:

- ✓ To what extent does reviewing YouTube comments support incidental vocabulary uptake of first year EFL students of Mohammed Seddik Ben Yahia University?
- ✓ Is there any potential relationship between the targets' frequency of occurrence and the learners' uptake?
- ✓ To what extent does reviewing YouTube comments technique contribute to successful vocabulary long-term recall?

In what follows, each research question is answered according to the results obtained.

#### **3.3.1. YouTube Comments and Incidental Vocabulary Uptake**

The results obtained from the analysis indicated that there was, to a certain degree, an amount of acquisition of the target words. However, the degree of uptake was different from each session of the treatment. This is due to two main factors which are the nature of assessment (that is, different from one session to another) and the degree of difficulty of certain words.

As it was reviewed in the Data Analysis Section, the elicitation task was identical within the first two sessions, which was based on writing the participants' reflections in a form of a comment. It was found that this task was not really effective in testing learners' competence and acquisition of the target words. Learners may have acquired the target words

but did not use them. Consequently, the results obtained from the two sessions did not exceed the mean of *1.18*.

However, the uptake mean increased when changing the nature of evaluation. The assessment of the last two sessions was more explicit and direct in targeting the vocabulary competence. Intentionally, the researcher provided the first letter of each target words to simplify the task. Therefore, the results obtained from the last sessions reported a significant uptake of the targets. Additionally, the findings of the uptake assessment showed that incidental learning successfully occurred with some words, while it was not the case with others, which is mainly due to their complexity.

It is almost concurred that the degree of complexity and simplicity of the words affect their acquisition. Based on the pre-test assessment, the researcher targeted low frequent words which were ignored by the majority; simultaneously, they were slightly above their level of proficiency ( $i+1$ ). Thus, this study was based on using contextual clues to understand the targets. However, the uptake analysis denoted that the targets uptake was disparate from one word to another.

On the one hand, some words showed a very weak mean of uptake (e.g, *stuck*, *giggle*, *pace*) and others were not picked up at all (e.g., *tremendous*). This appears to be due to the degree of their complexity. Owing to the fact that the sample targeted first year students, it was found that these words appeared to be complicated for the majority. Therefore, they failed to pick them up.

On the other hand, other words (e.g., *overcome*, *complain*, *focus*, *tool*) were successfully caught by the majority of the learners which implies that these targets were easily grasped from the context. Consequently, they appeared to be simpler than the other targets.

All in all, the uptake results show that incidental learning relatively occurred after watching the videos and reviewing their comments wherein the same vocabulary is encountered. However, the vocabulary uptake was highly successful with some words, and did not appear with other difficult words.

The findings support some previous studies interested in exploring vocabulary knowledge via YouTube interaction. They go hand in hand with the findings of a very similar and recent study (Arndt & Woore, 2018) that revealed that incidental learning occurred, in approximately equal amounts, from two distinct input modalities; reading blog posts and watching video blogs. Likewise, the findings of the current investigation reported that incidental learning occurred after watching the YouTube videos and reviewing their comments.

Correspondingly, the target words of this study were used in the video and repeated in a series of comments. However, the frequency of occurrence of each word was disparate; some were encountered several times while others marked few appearances. Based on this consideration, the amount of uptake gained was expected to be linked to the targets' frequency in the comments; therefore, the second research question sought to explore the correlation between the target words' frequency of occurrence and the learners' uptake.

### **3.3.2. The Correlation between the Targets' Frequency and the Learners' Uptake**

The second research question estimated that the successful uptake might result from the amount of repetition of the target words in the comment section. To explore the nature of the correlation between the two variables, the researcher calculated the Pearson Correlation Coefficient (R value). To guarantee a positive relationship, the R value should not exceed 1; therefore, it was marked *0.8284* which indicated a strong positive correlation. It appeared that the more the words were repeated, the more they were grasped by the majority and vice versa.

Similarly, Rott's study (1999), investigated the effect of exposure frequency in intermediate language learners' incidental vocabulary learning. This study reported that incidental learning occurred after two exposures, while six exposures resulted in significantly larger gains.

It is worth mentioning that the analysis of the targets' frequency and their uptake indicated that some words were not sufficiently repeated, but they were successfully acquired by some students. Likewise, Suchánková (2004) study revealed that the number of sufficient repetitions may vary from one student to another; some students appeared to retain the targets from two exposures while others required more exposures (as cited in Cetlová, 2007, p. 6). Surprisingly, the findings of this study reported that certain words were exposed one time in the comments and successfully retained by a few students (*stutter, perspire*). Therefore, it is concluded that even one repetition is sufficient for students with higher capacities.

### **3.3.3. YouTube Comments and Vocabulary Long-term Recall**

The third research question sought to test the participants' long-term recall of the target words. With this aim in view, the participants were exposed to the pre-test to know their familiarity with the words, followed by four sessions of the treatment wherein the target words were implicitly taught. Lastly, the post-test was administered to test their long-term recall of the target words.

As it was previously mentioned in the Methodology Section, the researcher selected the target words to be under the study according to their performance in the pre-test, and then counted the scores obtained within the target words. The pre-test results affirmed the learners' unfamiliarity with the sixteen target words as they all scored under the average. However, the total post-test results signaled a progress in their performance to a great extent. Nevertheless, the progress was different from one subject to another.

On the basis of the comparison of the participants' results of the pre-test and post-test, some students outperformed others in achieving significant variance of the scores as they scored above the average. However, other participants were not successful in recalling the target words. This is justified by the learners' mixed abilities as the sample of the study was randomly selected. Eventually, the findings of the VKS assessment indicate that reviewing YouTube comments is relatively an effective technique in enhancing learners' vocabulary knowledge.

To put it in a nutshell, the findings obtained from the overall research are congruent with previous studies supporting engagement with the YouTube platform to incidentally enlarge the vocabulary stock. Basically, the studies reviewed in the literature mainly (Kabooha & Elyas, 2018; Nagira, 2011; Arndt & Woore, 2018) endorsed the view that YouTube platform provides learners with valuable input and highly support incidental vocabulary learning. Importantly, we end up confirming our research hypotheses and supporting the fact that reviewing YouTube comments is an effective technique in developing vocabulary. Additionally, it has been proved that there is a strong positive correlation between the targets' frequency of occurrence and their uptake.

#### **3.3.4. Limitations of the Study**

No research is meant to be out of criticism and imperfections. Based on this assumption, the researcher acknowledges that the present study confronted some obstacles that hindered its successful implementation and resulted in certain limitations.

- ✓ One weakness is the lack of primary sources in the literature as far as the impact of YouTube comments in the educational realm and the lack of empirical investigation about it.

- ✓ The experiment required more time for its implementation; however, due to the political and social instability that resulted in students' strikes, the researcher could not manage to make it longer.
- ✓ The sample of the study was twenty at the outset; however, nine (09) subjects have been excluded later due to their absences in the treatment sessions.
- ✓ Time constraints, students, and labs unavailability did not allow for the conduct of a true experimental design.
- ✓ Time allocated for the conduct of the study in each session did not exceed forty minutes; thus, the researcher was unable to test other aspects related to the vocabulary knowledge.

### **3.3.5. Pedagogical Recommendations for Future Research**

Based on the remarks and the limitations noted from the study, it is noteworthy to suggest some recommendations for future research in the field. Owing to the fact that this research topic is original in nature as it has never been an area of academic research, further researchers are recommended to direct their interest in exploring more about the comment section and its impact in developing knowledge. Intrinsically, it is suggested to embrace this topic with a new direction and following a stronger design.

It is common sense knowledge that one research topic can be investigated from different perspectives; hence, the researcher's aim determines its direction. On this basis, further researchers are recommended to approach this topic from different angles. At this point, they may stick to vocabulary research and dig deeper to tackle other vocabulary issues, notably the form, meaning and use. Otherwise, they can broaden the topic's scope and explore its impact in other language sciences. For instance, scholars can investigate the effect of

reviewing YouTube comments on developing intercultural communicative competence, and raising critical thinking of language learners.

### **Conclusion**

This section cast light upon the general interpretations yielded from the findings of the experimental study. Therefore, the results revealed that reviewing YouTube comments is an effective technique in enhancing First year students' vocabulary competence. Precisely, it indicated that incidental learning relatively occurred with the sixteen target words. However, the uptake assessment revealed that some words were successfully comprehended and retained while others were not gained. This appears to be due to the nature of assessment (that is, being exposed to along the treatment sessions) as well as the words complexity. Also, the study aimed at exploring the correlation between the frequency of occurrence of the target words and learners' uptake; hence, the findings indicated that there was a strong positive relationship between the two variables. Based on comparing the results of the pre-test and the post-test, the subjects showed a significant progress in recalling the target words in general. However, some students outperformed and scored better than others while others did not show a significant difference. Therefore, this fact revealed that the participants do not share the same capacities as they belong to a class of mixed abilities. Ultimately, this section ended up with acknowledging the limitations of the study, as well as suggesting some pedagogical recommendations for other researchers to follow.

## General Conclusion

Vocabulary is requisite for attaining progress and developing language proficiency. The current investigation empirically explored the effectiveness of reviewing YouTube comments on developing first year university students' vocabulary competence. Practically, it has adopted the quasi modal of the experimental design. It fundamentally aimed at testing learners' incidental vocabulary uptake by means of an immediate assessment administered by the end of each session of the treatment. By the same token, it sought to explore the correlation between the target words' frequency of occurrence and their uptake. Additionally, it attempted to investigate the learners' long-term recall of the target words through a diagnostic assessment (pre-test) followed by a summative assessment (post-test) with the treatment intervention standing in between.

The overall research work consisted of two major parts: one devoted to the theoretical framework of the study while, the second part covered the practical side of this investigation. As far as the theoretical part is concerned, this inquiry started with a general review of the literature related to the research topic in two chapters. The first chapter provided an overview of the vocabulary notion in the field of language learning and teaching. It tackled the most pertinent issues related to its description and acquisition along with the relevant patterns contributing to get the gist of this aspect of language. However, the second chapter spotlighted the use of YouTube multimodal in the educational realm. It provided an overview about the theoretical background and the conceptual framework underlying the use of educational technology. Additionally, it highlighted the impact of YouTube instruction in developing vocabulary, and dug into the essence of the research work while discussing the theoretical foundations supporting this research inquiry.

Correspondingly, the third chapter reported the practical aspects of the study. It comprised three sections. The first section was entitled 'methodology' outlined the nature of the study along with the procedures followed to gather data. The second section provided a detailed analysis of the data collected. Lastly, the third section reported the results obtained through interpretations with a brief reference to the findings obtained from similar studies.

The findings show that reviewing YouTube comments is relatively effective in incidental uptake of the target words; however, the uptake mean was disparate from one session to another. Additionally, a strong positive correlation is marked between the target words' frequency of occurrence and their uptake amount, representing  $0.8284$ . The scores obtained from the pre-test and the post-test analyses indicate a disparate progress in recalling the target words. Overall, based on these findings, the research hypotheses are confirmed.

Owing to the fact that the research topic is original in nature, the findings reported are significant as they contribute to the field of language learning in general, and to vocabulary studies in particular. Therefore, they add to the body of research over the use of YouTube platform in developing vocabulary. In this vein, further research is encouraged to explore more about the comment section and approach its investigation from different angle.

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## **Appendices**

**Appendix A**

**Vocabulary Knowledge Scale (VKS)**

**Please indicate the sentence that best describes what you know about each word.**

**Overcome (v)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Stuck (adj)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Giggle (n)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Feedback (n)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

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..... (If you do this section, please do section 4)

**Tremendous (adj)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Blushing (n)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Stutter (v)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Gossip (V)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

**Complain (v)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Sin (n)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Pace (N)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Focus (V)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Tool (N)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means

INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Clarity (n)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

**Attitude (n)**

1. I don't remember having seen this word before
2. I have seen this word before, but I don't know what it means
3. I have seen this word before, and I think it means .....  
(Synonym or translation)
4. I know this word. It means ..... (Synonym or translation)
5. I can use this word in a sentence: .....

..... (If you do this section, please do section 4)

***Thank you\****

## Appendix B

### Immediate Assessment

#### Quiz 1

**Fill in the gaps with the missing words according to your understanding.**

[Amir Syafrudin](#)

**F**..... on the person you're speaking to. **F**. ..... on **c**..... Don't worry too much about the mistakes you've made or you'll make. Treat English like a **t**..... As long as you can use the **t**.....right, don't worry about mastering it.

[HairCandy Kina](#)

This was excellent! I'm going to approach my language learning with a new **a**..... and perspective. Thank you!!!

## Appendix C

### Immediate Assessment

#### Quiz 2

**Find the equivalent words to the following definitions according to your understanding.**

- 1) Speaking ill of someone who is not present.                    **G**.....
- 2) Very bad habits you should avoid.                                **S**.....
- 3) Expressing dissatisfaction.    **C**.....
- 4) The manner or the speed of a movement.                        **P**.....

## Appendix D

### *The Quasi-experimental Schedule*

<b>Date</b>	<b>Activity</b>
May 5 <sup>th</sup> , 2019	The pre-test
May 8 <sup>th</sup> , 2019 / May 23 <sup>rd</sup> , 2019	The treatment period
May 26 <sup>th</sup> , 2019	The post-test

## **Appendix E**

### **Treatment Session**

#### **Session One**

The Video Link: (<https://www.youtube.com/watch?v=80UVjkcxGmA>)

#### **The Comment Section**

##### **sanjay kumar**

Hi friends! My name is Sanjay and I am from India. I have been learning English since 2015. Actually I have been a hindi medium student so It took me 2 years to make myself capable of understanding, writing, listening and speaking English. Now I have a good vocabulary. But sometimes when it comes to speaking I do not speak well. Some people say it's not your cup of tea but I keep on learning English. I write good English and I wish to be a good orator. What should I do to improve my spoken English?

##### **Hafeez Ahamed**

Most of the colleagues underestimate me bcz of this problem. I'm always hiding from presentations

##### **Neha YT**

Danish Congrats! You surely made yourself proud. Your story is very positive and motivating. I've an event coming up where I'll be on stage. Quite nervous about it but I started doing what you did.. came to youtube (not google ;) and found your story. Thanks for sharing, I'll check out ORAI as well

##### **Queen Anna**

well I've been through the same situation....my teacher pointed to me to respond and I was stuck I could say nothing. I looked around everyone was staring at me then I heard their

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

giggles. It was so embarrassing!!!

**steve654577**

I use to be really good at public speaking when I was in school but now I'm 20 and get the worst anxiety from public speaking even just introducing myself! It's been getting worse and worse and idk what to do I'd rather jump off a cliff

**Renata William**

Whenever I am asked to present something in front of class my first thoughts are ,” What if I fall while walking? What if no one can hear what I am saying? What if no one is getting the message I’m trying to tell them? I would do anything, from making excuses, lying to the teacher and even to the extend of skipping class just to avoid presenting in front of class. I was forced to do it today, I was all sweaty when I was standing in front of the class, the number of students were no more than twenty, but it felt like the whole world was watching me. I panicked inside, I was scared, I stammered and even felt my legs shaking really hard. I had a lot of stops while talking and I think that my voice wasn’t heard. My friend said that she heard it, but she was just trying to make me feel better. I’ve had enough of this! I want to be able to speak in public without fear! I am willing to try my best to overcome it! I know the road ahead of me is not easy, but I will give it my all! Thanks to this Ted Talk that I am finally ready to face my fear of public speaking!!!

**Poojitha Surianarayanan**

Thank you so much! It was a very motivational video and I really appreciate it! I have also been going through the fear of speaking in public... and to be honest i am still very afraid but i realised how speaking is such a brilliant skill that requires your confidence! Thank you so much for this video and aslo suggesting the app! Really appreciate it ☐

**Ricky Lien**

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

Danish, congratulations on a riveting TED-x talk! Good luck with your ORAI App. Your team deserves wide recognition for ORAI's efficacy, ease of use and feedback to the user. You're right, speaking skills are an ongoing work-in-progress, and it looks like ORAI App could make a big difference in anyone's daily practice to become better speakers.

### **Amit anuragi**

Your speaking skill is superb and you said correctly we should overcome our fear because of this fear we can't achieve our goal I hope one day I also speak like you without hesitated and fearless. Your app also very great innovation

### **Ajayi Tolulope**

Thank you for this.....Over years I've been suffering from fear of facing the crowd and speaking.....I've not overcome it but I believe with this there will, be a change

### **afzal khan**

Mirror is the best thing to get into that fully your individuality and practice more and more u would feel and start building your actually i used to do daily this standing in front of mirror and speaking whatever to mirror but now im thinking that i should go for interviews daily that would help me to feel more confident..

### **Bibek Sapkota**

Nothing really works until one realizes that social anxiety and fear are rooted in their ego systems. A good length of time needs to be invested to truly understand and overcome the illusioned perception of self, society and self-society interaction.

### **Genelyn Love**

Public speaking is really nerve cracking. This talk is really helpful. So happy I went here.

Gonna do my best to overcome this fear.

### **G At**

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

I was a teacher. I loved talking in front of people. I loved acting and performing. I used to sing. I loved debating. But after 2 years of teaching in front of kids, I suddenly became so conscious and insecure. I was surrounded with passionate and talented teachers. I don't know if it was because of constant observations that I lost my confidence. I don't know if it's psychological or something's wrong with my voice. I think I developed social anxiety. I don't know what's happening and I feel as if I'm so close to getting depression because it affects me everyday. Please help me.

### **Reply**

#### **Mikado**

I used to be a confident person when I was way young. I used to dance with a group in public, I used to give short speeches, and all that. Growing up things changed and I lost my social ability and developed this fear of unknown. Recently I decided that I wanted my ability back and I started studying myself. I think it got to do with psychology like listening to people opinion and reacting to rejection. The main thing is to believe in oneself and start rewriting the good things in your subconscious mind. It's helping so far.

#### **Colleen Hurley**

Greetings to you young friend. I have an important presentation to give next week, and I have great fear of public speaking much like you when you were young.....but I am now 57 years old. I am so excited to hear of this app! I must congratulate you on searching out a solution born from such a common problem to young and old alike. I believe you will do great things in your life. Many Blessings to you Danish

#### **Gucci Smile**

Whenever I do presentations in school I just want all the attention off of me. I hate how silent it gets and my throat tightens up and my voice gets really quiet. I feel like crying and

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

everything. I had to present today and it was awful. Luckily the teacher felt bad for me and gave me an 87 but I could've got a 100 with all the material I knew. Why are presentations a thing? After I sat down this kid said "I thought you was going to have an asthma attack" and I laughed it off but everyone laughed so loud and i seriously was about to cry oml  
**abha chaubey**

If u have problem look for the solution if nothing exist create a solution....i luv thiz line

**Thalari Shereesha**

I want get high position in my life ,but feel like nervous,& also shy

**sami youssif lover**

You help me so much. I will not be afraid any more. Thanks very much. I am crying when I remember my fear.

## **Appendix F**

### **Session Two**

The video link: (<https://www.youtube.com/watch?v=XIXvKKEQQJo>)

### **Comment Section**

#### **#MST4 UTube**

One of the best speeches on managing anxiety.. It will really help.. Thank you for bringing it for us..

#### **Lazaro Ramon Lopez Molina**

You got a talent when It comes to public speaking. Thanks for sharing your valuable ideas

#### **Xavier Marcatoma**

I really get all the nervousness when it comes to present a project in front of people. Even though I do my presentation, I don't feel that I am giving any valuable message to the audience ;[. I really need help with it.

#### **ki daniels**

Only honest people blush...you need a conscience

#### **Nesha Cherie**

It's torture! I have to teach a class in 2 hours and I have no big background in what I'm teaching and I'm trying to get through it!

#### **Mery White**

I've tried many times to speak in public without freaking out but noway. I always try to be spontaneous but can't get rid of blushing !!! Can you help me to manage that!!!!

#### **Saira Mean**

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

Unfortunately I'm suffering from a great anxiety, in fact I do experience all the symptoms you've mentioned "poor mee". Whenever I have a class presentation I start shaking my hands, perspiring, blushing and I can't control myself !!!!! I don't know what to do...

**Nguyễn Hùng**

Use some questions is exactly the way to give you more confidence and rebuild your calmness. When people interact with your question, we see that as a conversation. we trick our brain that thing I have done it all the time. So why in the world we get into nervous with which we are doing daily.

**Dami Kofo**

What cold thing can i hold in my hands to help me manage the heat flush of anxiety?

**Noman Abid**

you know what my Anxiety is? I can't even talk to a kid alone properly. I don't know if something went wrong with me in my childhood or what...

**Lonje Maries Wisdom**

This has helped me tremendously I have so much to give I do Comedy but I just recently started doing stand up ,that is one of the most courageous things I have ever done ,thank you I will use some of these techniques great advice!

**infires man**

My anxiety acts up even when I'm positive and not even thinking anything about the presentations. I literally started crying in my presentation but ik nobody was judging me (until I cried).

**Zhemchuzhnikovite**

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

im sorry but evolution is irrelevant in people referring to the darwin theory. However the information given about anxiety will help me cope when i have to give talks

### **Dami Kofo**

What cold thing can i hold in my hands to help me manage the heat flush of anxiety?

### **wr1jongin**

no matter how many of these i listen too, when I'm actually in front of the class my whole body freeze and I farts out all my knowledge at that moment

### **jinah owly**

Thank you for this amazing talk. I have a difficulty while speaking, I stutter a lot and no one understands my speech because of this, I feel so nervous when I am unable to produce normal talk. People also feel so annoyed

### **Adam U**

each of us has stories to share inputs to give ideas to spread..... good thank u

### **Gene Ruiz**

This is an insightful lecture.

### **Phan Nhã Quỳnh**

I am very shy when I stand in front of my class. ☐☐

### **ki daniels**

You are in service of their needs...i like it Ask questions...good...it also causes audience to engage while thinking

### **yahya dilmen**

Probably it's hard to release your anxiety if you don't appreciate your God who created you as a human directly, the best way of releasing your anxiety is to feel your god is with you idea. If you chose a satisfying religion which I found it in Islam will help you more as I have

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

experienced for years. it is obviously not true that human is a creature of evolution as the latest researchs say.

## Appendix G

### Session Three

The video link: (<https://www.youtube.com/watch?v=Ge7c7otG2mk>)

### Comment Section

#### Debora Nestal

English today is not an art to be mastered it's just a tool to use to get a result and that tool belongs to you. Love this. Well done!

#### Victor Nguyen

One more tip I would like to give off. Don't try to sound like a native speaker if you know that you cannot because if you try so hard, maybe you'll end up making no sense at all. I am not a native speaker and I notice this a lot from me myself. Whenever I communicate with my friends who are natives or whenever I struggle to write an essay or a report, I always want to sound as native as possible. I may want to use a lot of slangs, expressions, idioms, everything that could make me sound like a native speaker. However, after I've finished my talking/text and I reflect/look back at it, I realize that I don't even understand the information that I have given off and I end up re-explaining the idea in simpler language. "Cố quá thành quá cố", an expression in Vietnamese, my mother tongue :), that explains these situations. However, this doesn't mean that you could slack off and not try to improve your English, especially if you're surrounded by an English-native-speaking community like the one I'm in now (and I'm still struggling with my daily conversation in English). So, try your best, try your hardest, but not to hard or you'll end up making no sense.

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

### **Mohamed Ibrahim Amin**

1- English is not an art to be mastered, it is a tool to communicate. 2- Students are judged in their exams on their ability to master the language, which is not correct. They need to learn the language to communicate well; to understand the people in front of them or the received email, and then do the action required, that's all. 3- The confidence is the most important one to deliver your clarity to the people in front of you, if you miss it you won't deliver the message clearly even if you master the language. 4- When you talk with the people next time focus on the person in front of you and don't focus on yourself or try to correct yourself.

### **Rediet Delelegne**

Thank you so so much. I see all of the symptoms you mentioned. I strived to speak the perfect English and I ended up looking like a person who doesn't know English at all. This video has been helpful. I will work my best to get the confidence I lost.

### **K's world**

Very well explained by speaker.. Love this Ted talks..

### **Angel Suarez**

That's my problem when I'm trying to speak English, I always forget every single word I need to use because I need self confidence :(

### **Jack Brindelli**

Right but also English native speakers need to stop being such jerks about how people speak the language. I'm in the Netherlands, and every single person I have spoken to at length has apologised to me about how they speak. The Dutch speak some of the best English outside Britain/North America - but they know that enough of us complain about pronunciation and accents that anything short of Shakespeare is frowned upon. We have to do better than that.

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

### **Oto Krága**

At schools we are all taught not to make mistakes with lack of real conversations, speaking for my country - Czech Republic. Any tests you get is only about grammar and only those who are master in grammar are the best but they cannot communicate on higher level than B2. We are taught to be flawless not good.

### **Plerp Plerp**

Language teaching is at fault because it is all about accuracy and NOT intelligibility. If we learnt our first language in exactly the same way, no one would be able to say anything. When EFL teachers twitter on about "weak students", they are referring to grammar. Also text books are 90% listening, reading and...you guessed it ..GRAMMAR! And what is worse: a lot of +EFL teachers dont understand that they are boring their students to death. Language teaching has not changed in the past 200 years! It's all "grammar translation" despite the discoveries linguistics has made. I am a linguist and such issues infuriate me. □

### **ALM**

I get the point and the analogy. The important thing in the end is to communicate something and not to feel ashamed because you can't conjugate a verb or don't know how to pronounce a word, that's what languages are for: to communicate. I'm sure if the curriculum would focus more on communication rather than grammar mistakes students would feel much more confident to speak and get their message across. It is our duty as teachers to change that and help students to have enough confidence to speak using all the words they know, even if their vocabulary is very limited. We need to make them feel as comfortable with speaking a language as they feel when they are playing videogames.

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

### **Rodwan Syrisch**

Correctness has to do with formal and academic discourse whereas clarity has to do with everyday communication resulting of correctness being of less importance

### **Ling Benjamin**

What she recommended was useful. In the future when I talk to those foreigners I should mainly focus on how could I achieve what I want to say and whether they could understand me instead of taking much attention on whether what I say is correct or not.

### **Nilesh Dangi Thakur**

Practice makes perfect to all friends but mirror's practice is better

### **thamir salman**

Certainly, I agree with you that every thing is now developed and that the language is the most powerful tool for communication between people and therefore we must improve and facilitate our vocabulary to include more space for this language and begin to instill self-confidence first within the learner and then start education

### **Sweta Badgajar**

Thanks for open my eyes mam When u speak really touched my heart thanks I never forgot of that tool

### **petersonnl**

Thank you. This just changed my perspective and attitude about learning in the real world.

Thank you.....

### **SKIEME TV**

In my opinion, clarity and being understood in communication itself is art. I don't think art is something that can "be mastered". "a tool to get a result", "something we can play around

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

with", I would say that is a description of real artistry.

### **K. Gábor**

Basically she described how i should live my whole life. Be as if you're playing a videogame, calmly and peacefully in the here and the now. Focus, learn and teach, and have fun.

### **Arvid**

This can be applied to almost anything you want to learn. Don't be afraid of mistakes and have fun learning.

### **Phoebe Chiu**

Wonderful speech. The speaker just point out my problem. It is so useful.

## **Appendix H**

### **Session Four**

The video link: (<https://www.youtube.com/watch?v=eIho2S0ZahI>)

### **Comment Section**

#### **Rafal Dydkiem Machal**

I learned a while ago that most people don't really listen to what a person has to say. Speakers with either natural or trained voice dynamics can say complete bull crap and people will swallow it. How things are said change the way the content is understood. Even if somebody says the most fascinating things in the world, but with a dull voice, he won't be listened by most. People assume that dull voice comes from a person who doesn't believe what he's saying, so any message is lost.

#### **Missipsa Miss**

There has to be variations in the manner that ones vocalize or communicating in the human species. Variability is a key for survival.

#### **Gil Su Kim**

Four things I learned from watching this talk 1. "Seven deadly sins of speaking to avoid" 1) gossip -> I need to work on this sin 2) judging -> I need to work on this sin 3) negativity -> I need to work on this sin 4) complaining -> I need to work on this sin 5) excuses 6) lying (embroidery, exaggeration) 7) dogmatism (confusion between fact and opinion) 2. what I need to say: four powerful cornerstones of speech to make a change in the world c.f. "hail means to greet or acclaim enthusiastically" 1) H: honesty (be clear and straight) 2) A: authenticity (be myself) 3) I: integrity (be my word) 4) L: love (wish them well) 3. how I need

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

to say: tools to play with to increase power of my speech 1) register: e.g. if wanting weight, lower pitch of voice 2) timbre: the way voice feels e.g. breathing, posture 3) prosody: rhythm (e.g. not monotone) 4) pace: e.g. slow to emphasize 5) pitch: e.g. make pitch high or low 6) volume: e.g. louder to emphasize 4. exercise the following before making a presentation 1) arms up to sigh out with ahh 2) lips with ba ba 3) lips with brrr 4) tongue with la 5) tongue rolling an r 6) siren from we to aww

### **LilMama InPajamas**

Honesty Authenticity (being your true, genuine self) Integrity Love (wishing others well)   
Be positive!

### **prakash hanwat**

Great hurdles come in the way during to build ownself but we never care about it how to get rid of them.  "Consciousness" Might be a transforming mean to get there.

[#MARVELOUS](#)

sir

### **LAOUINI Ikram**

Now this gentleman here cuts right through the chase, I usually dislike long introductions to the real subject. A lovely lecture indeed.

### **isse roble**

How to be a sage To be a sage you only need to get yourself into a unit with yourself and avoid others in a specific way with yourself as the calibration

### **Allen**

It's really great to see to see someone talking about this. I feel this should all be known in global culture. Life would be really beautiful. P.s. I feel we are kindred spirits, me and the

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

announcer. I've had problems trying to put these thoughts into words. Now, I've got the full glossary. Thank you Julian.

### **Cap903**

I don't know, there's quite a bit in here I don't relate to. For example, I feel that negativity and complaining actually can be a good way of bonding with people if you for instance both feel negative towards the same thing (if you both dislike a certain food, music, tv show, anything really). Meanwhile, someone who is overly positive and nice, I would sometimes just find them fake and annoying to a certain degree.

### **Reply:**

#### **Aemy Khan**

Everything in balance creates beauty. What he meant was that too much negativity makes people uninterested in your conversation. And I think you have a different meaning for the word NEGATIVITY in your dictionary. Negativity does mean disliking fruits or some kind of chocolate, what negativity really means is always being pessimistic about every situation. And if you dislike someone and another person does too, that just means you both are negative and you only interest each

#### **Karen Nelson**

Thank you for that well-organized, enlightening talk. The power points were succinct and helpful. You got audience participation and summed it up on a very positive goal to strive for in our communications

#### **Light Bearer**

The whole mainstream media is based on gossip, judgment and overall negativity.

#### **Vijay**

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

Wow, enjoyed it a lot. Played it again and listened to him consciously. Being conscious and aware about ourselves and surroundings will make the difference. Thank you so much Sir.

### **Charity Diary**

Out of all the suggestions listed, I think "Pace" is perhaps the most difficult to implement. We live in a world where people don't have the patience to listen to someone who speaks slowly. You'll get interrupted constantly, or people will simply stop listening because you're taking up too much of their time. Too frequently you'll have to say what's on your mind really quickly, or not at all. Really, everything mentioned is an excellent practice, but it's only useful when speaking with someone who practices the same principles.

### **Kralith**

That's absolutely bombastic! That's how I express real excitement

### **Micah Buzan**

If these types of interpersonal skills along with mindfulness meditation were taught in schools, we would live in a much more sane world. Intelligence isn't just about memorizing facts.

### **X Wang**

Absolutely BRILLANT!!! Thank you so much sir

### **somali 101**

I never used to gossip and am becoming one I need to stop this

### **vivian Adiila**

seven deadly way of speaking

gossip

judgement

negetivity

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

complaining

excuses

exagration

dogmatism

hail better way of speaking

honesty

authenticity

integrity

love

### **Travel and Life**

Confidence plays a very important role. People do not like to hear negative thoughts. On the other hand, positivism attracts us.

## Appendix I

### Pearson Correlation Coefficient

#### Result Details & Calculation

*X Values*

$$\Sigma = 42$$

$$\text{Mean} = 2.625$$

$$\Sigma(X - M_x)^2 = SS_x = 45.75$$

*Y Values*

$$\Sigma = 75$$

$$\text{Mean} = 4.688$$

$$\Sigma(Y - M_y)^2 = SS_y = 199.438$$

*X and Y Combined*

$$N = 16$$

$$\Sigma(X - M_x)(Y - M_y) = 79.125$$

*R Calculation*

$$r = \frac{\Sigma((X - M_x)(Y - M_y))}{\sqrt{((SS_x)(SS_y))}}$$

$$r = 79.125 / \sqrt{((45.75)(199.438))} = 0.8284$$

*Meta Numerics (cross-check)*

$$r = 0.8284$$

#### Key

*X*: X Values

*Y*: Y Values

*M<sub>x</sub>*: Mean of X Values

*M<sub>y</sub>*: Mean of Y Values

*X - M<sub>x</sub>* & *Y - M<sub>y</sub>*: Deviation scores

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

$(X - M_x)^2$  &  $(Y - M_y)^2$ : Deviation Squared

$(X - M_x)(Y - M_y)$ : Product of Deviation Score

## Résumé

La maîtrise du vocabulaire est un élément clé dans l'apprentissage de toute langue (Harmer, 2002). Cependant, le vocabulaire est considéré comme obstacle pour de nombreux apprenants. Par conséquent, la recherche sur l'acquisition d'une seconde langue (ALS) préconise l'utilisation d'outils technologiques pour améliorer l'apprentissage de cette composante de la langue. La présente étude vise à explorer le vocabulaire acquis de manière accidentelle lors de la lecture des commentaires des vidéos sur YouTube. Théoriquement, l'étude est basée sur la théorie de l'apprentissage du vocabulaire dans le contexte et de manière casuelle (Rapaport, 2002) et sur la théorie multimédia (Mayer, 2005). Elle émet l'hypothèse selon laquelle la lecture des commentaires de vidéo YouTube promouvait l'apprentissage accidentel du vocabulaire. Cela suppose en outre une corrélation positive entre la fréquence d'apparition des mots cibles et leur acquisition. En plus, l'étude explore la rétention du vocabulaire lors de la lecture des commentaires et également leur rappel à long terme. Pratiquement, l'étude adopte un modèle de recherche quasi-expérimental basé sur un groupe expérimental de onze étudiants de première année Licence à l'université de Mohamed Seddik Ben Yahia, Jijel. Pour tester l'acquisition du vocabulaire à court terme, une évaluation immédiate est faite à la fin de chaque séance ; par ailleurs, l'appréciation de l'efficacité de la rétention du vocabulaire à long terme est faite à base du test VKS (Wesche & Paribakht, 1996). Les résultats montrent que l'acquisition accidentel du vocabulaire à court terme s'est produit relativement avec succès, alors que son acquisition à long terme c'est produit d'une manière irrégulière. En plus, une forte corrélation positive est marquée entre la fréquence d'apparition des mots cibles et leur acquisition. Sur la base de ces résultats, il est suggéré aux enseignants de la langue anglaise d'utiliser les commentaires du YouTube comme stratégie pour inculquer le vocabulaire naturellement à leurs élèves.

## INCIDENTAL VOCABULARY LEARNING VIA YOUTUBE COMMENTS

***Mots clés:*** Acquisition Accidentelle de Vocabulaire à Court Terme, Rappel de Vocabulaire à Long Terme, Les Commentaires de YouTube.

## ملخص

تعد معرفة المفردات مكوناً رئيسياً لإتقان اللغة (Harmer, 2002)، إلا أنها تعتبر نقطة إشكال للعديد من متعلمي اللغات. دعت الأبحاث المتعلقة باكتساب اللغة الثانية إلى استخدام الإرشادات التكنولوجية في تعلم المفردات. استجابة لذلك، تقوم الدراسة الحالية على معرفة مدى اكتساب الكلمات تلقائياً عند مراجعة تعليقات اليوتيوب. اعتمدت الدراسة على مجموعة من النظريات أهمها تعلم المفردات تلقائياً من حيث سياقها (Rapaport, 2002)، نظرية الوسائط المتعددة (Mayer, 2005). تطرح الدراسة فرضية مفادها أن اكتساب المفردات يتم تلقائياً عند قراءة تعليقات اليوتيوب، كما تفترض وجود علاقة ايجابية بين تكرار الكلمات و مدى استيعابها. تهدف الدراسة الى معرفة فعالية مراجعة تعليقات اليوتيوب في الالتقاط الفوري للكلمات المستهدفة و مدى اكتسابها على المدى القصير بالإضافة إلى الاسترجاع الفعال لها على المدى الطويل. من الناحية التطبيقية، تم اعتماد نموذج شبه تجريبي لتصميم البحث استناداً إلى فوج تجريبي مكون من احدى عشر طالب في السنة الاولى بجامعة محمد الصديق بن يحيى. اختارت الدراسة نموذج مقياس المفردات (VKS) المقترح من كل (Wesche & Paribakht, 1996) لتقييم الاسترجاع الفعال للكلمات المستهدفة على المدى الطويل، في حين تطلب تقييم استيعاب المفردات على المدى القصير إجراء تقييم فوري مع نهاية كل حصة. أظهرت النتائج أن الاكتساب التلقائي للكلمات المستهدفة تم نسبياً على المدى القصير مع نجاح متباين في استرجاعها على المدى الطويل. بالإضافة إلى ذلك، اكدت النتائج على وجود ارتباط إيجابي بين تكرار الكلمات في التعليقات و مدى استيعابها. بناءً على هذه النتائج، يُقترح أن يستخدم مدرسي اللغة الإنجليزية تعليقات فيديوهات اليوتيوب كاستراتيجية لتدريس المفردات وتعلمها بشكل طبيعي.

**الكلمات المفتاحية :** الاكتساب التلقائي للمفردات على المدى القصير، استرجاع المفردات على المدى الطويل، تعليقات اليوتيوب.